Middlebury

COLLEGE NEWS LETTER SUMMER 1970 PARENTS EDITION

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COVER: *In the brief interlude between Commencement and the Summer Language Schools, the old campus rests in the soft air of a summer morning.*

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Middlebury
COLLEGE NEWS LETTER

SUMMER 1970
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The Middlebury College News Letter is mailed without charge to all alumni. A parents edition, without alumni news, is mailed without charge to all parents of students and recent graduates. Every alumnus is asked to inform the Alumni Office of his change of address and of any news concerning himself or another alumnus.

Around the Hill

"Will you love me in December as you do in May?" was not penned by a college development officer. For it's in May that the Development man usually gets the nervous-swain blues and starts pulling his daisy petals—because the year's annual-giving campaign ends with the fiscal year on June 30th.

Usually, but not this year: on May 22nd, 1970 Annual Giving to Middlebury *reached* its June 30th goal. Because this is the first time that has ever occurred before the Summer issue of the *News Letter* went to press, we can include, here, a brief memo on what more than 4,000 of its readers have achieved.

(The full report will be given in the *Honor Roll of Donors,* included in the Fall issue.)

As of June 1st (with 29 days remaining), the following Middlebury annual-giving records had already been set by this year's donors: greatest total number of gifts (4,764), largest alumni gift total ($146,000), largest parents gift total ($59,000), and highest total gift, all sources ($272,000). Thirty-four percent of the alumni gave. At press time, last year's record of 598 parent gifts still stood, though threatened. Of the $272,000 total, $183,000 was in Leadership gifts ($100 or more) from 613 donors. None of these alumni-giving records would have been set without the exceptional performance of the ten reunioning classes, all of which were effectively organized for the first time this year. By June 1st, 1,031 donors, or 44% of all members of reunioning classes, had given $47,000 which is better than 89% of the combined goals of their ten classes.

By a poetic justice more exquisite than usual in this imperfect world, those of the reunioning classes who actually made it back to Middlebury were treated to truly Olympian weather. The reunioners must have finally felt they deserved it when Ed Sommers read off their accomplishments at the Alumni Luncheon.

New Trustee

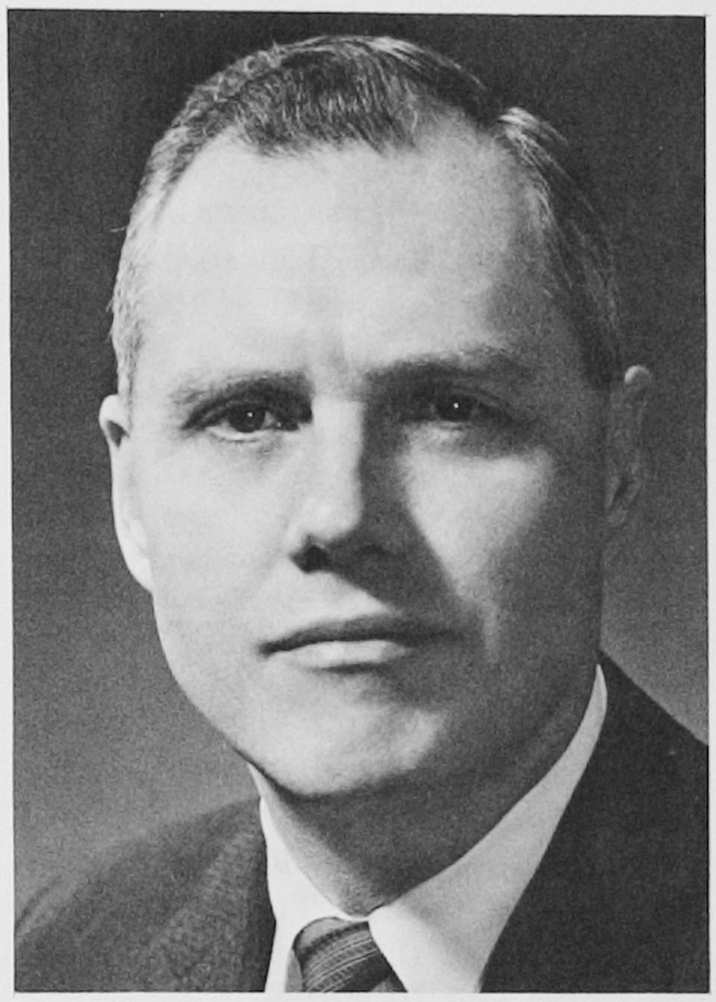
Robert Rivel '42 was elected to the College Board of Trustees in April. Bob is executive vice president of the Chase Manhattan Bank which he has served since 1946. In addition to directorships in insurance, banking, and philanthropic enterprises, he serves on the investment committees of the National Council of Churches of Christ in the United States and of the New York State Teachers Retirement System.

He was a Navy officer during World War II and took his Master's at Columbia in 1947. Bob has served Middlebury as class secretary, 1952-55, alumni president of the New York area, 1955-58, and national president of the Middlebury Alumni Association, 1959-60. He was also chairman of the New York Division in the Middlebury College Challenge Fund campaign of 1965-67.

He and his wife, Helen, and their two children live in Westfield, New Jersey.

Midd Out of Inn

In April the College sold its controlling interest in the Middlebury Inn. President Armstrong cited "the demands of our expanding educational program upon our resources and energies" as a motive for selling, adding that there is a "growing belief that the Inn could prosper and best serve the community" if it were directed by an owner-manager. The Inn has been managed under lease by Treadway Inns Corp. for the past two years. Control has now been purchased by Beach Properties, Inc. and the Inn is now managed by David Beach who ran the Woodstock Inn from 1962 to 1969 and has been associated with the Basin Harbor Club (Vergennes, Vt.), established by his father in 1909.



Robert B. Rivel '42

Architecture Added

Addition to the Arts faculty of instructor Glenn M. Andres signals a move by the department toward creation of a core program for budding architects. There have been several students in each recent class at the College who have been heading for graduate work in architecture, and with inauguration of an undergraduate pre-program for architects, department chairman Dick Turner believes this number might easily enlarge to ten or more. Mr. Andres graduated from Cornell's College of Architecture in 1964, took his MFA at Princeton in architectural history, and spent the past two years at the American Academy in Rome where he has been writing his thesis on the Villa Medici.

North-Shore Whiz Bang

Barry Sullivan '70 of Newburyport, Massachusetts, a poli-sci and philosophy major and Woodrow Wilson Fellow, will enter the University of Chi-

cago Law School this Fall on a National Honor Fellowship. The fellowship, paying full tuition, is offered each year to a qualified Middlebury student planning to enter law, who is nominated by the College's political science department. A student member of the College's Curriculum Committee and a Junior Fellow, Barry also studied Irish literature in the summer of 1969 at the Yeats International Summer School in Sligo, on a scholarship from the Irish Government.

Little Eleven

Eleven small colleges, nine of them in New England and two in New York State, are considering forming a new "New England small college athletic conference." The New England schools are Amherst, Bates, Bowdoin, Colby, Middlebury, Trinity, Tufts, Wesleyan, and Williams; the New York schools are Union and Hamilton.

Such a conference would be based on formal adoption of an agreement on athletic policy that would specify rules of eligibility, out-of-season practice, post-season competition, limits on player recruiting, financial aid awards, and the exchange of useful information. It is reported that the agreement would be somewhat more restrictive than the 1955 Pentagonal Agreement.

The three basic principles of the conference as presented in the agreement are: (1) the intercollegiate athletic program is to be kept in harmony with the essential educational purposes of the college; (2) competing players are to be representative of the student body; and (3) the academic authority of each college is to control intercollegiate athletic policy. Each of the eleven schools after due consideration will decide whether it wishes to join the conference. It is hoped that all eleven will be able to reach a decision by this Fall.

This would be a "conference," not a "league." That is, each member college would not be expected to play every other member in *any* sport, let alone all sports. (This would be impossible, in any case, for many sports—we don't play 10 football games in a season, for example.) The agreement explicitly states that "each school is to retain full freedom of scheduling" either within or outside the conference. Because Middlebury already plays a majority of these schools in most sports, scheduling is not expected to be strongly affected. Middlebury would expect to continue to play such schools as UVM, Norwich, St. Lawrence in hockey, MIT, Colgate, and Dartmouth in soccer, and Brandeis, St. Michael's, and RPI in basketball, and similarly for lacrosse, baseball, tennis, golf, and track.

A principal gain for the member schools would be the probability of reciprocal agreements concerning feeding and housing of visiting teams, and economies of scheduling permitting teams in several sports to travel together to the same school for games. (i.e., "filling the bus"). A principal gain for alumni would be a wider publication of game scores in the public press: sports editors like to sink their teeth into a "Conference," and are more likely to report its scores than those of member colleges, individually.

. . . by will to the College on the Hill

From the estate of Constance Barker Diss of the Class of 1900, an additional distribution of $6,000 for the Constance Barker Diss Student Aid Fund bringing the amount of this fund in the permanent endowment to $280,689.50.

From the estate of Harriet B. Gifford, widow of the late James M. Gifford of the Class of 1877, $2,000 as an addition to the Harriet B. Gifford Fund in the permanent endowment.

From the estate of Helen Porter Prybil, $40,000 as an addition to the William Porter Memorial Scholarship bringing the permanent endowment to $50,000.

From the estate of Marguerite Rogers of the Class of 1918, $5,000 to establish the Marguerite Rogers '18 Scholarship Fund in the permanent endowment of Middlebury College.

FIVE DAYS IN MAY

Chronology of Events —— from the Reporter's Notebook

Tuesday, 5/5, 7:00 A.M. A freshman, Howard Burchman, who had been monitoring the teletype at WRMC-FM all night, phoned Dean O'Brien to request suspension of classes and a Memorial Service for the Kent State four. At a meeting of Burchman and another freshman, Dan Gillmor, with the Deans at 9:30, it was decided to call a special meeting of the College Council at noon in Proctor Lounge.

12:00-2:15 After much discussion, some of it agitated, Council passes resolution requesting suspension of classes until next Monday.

3:00 Faculty Council unanimously endorses the resolution.

6:00 Special Faculty meeting in Willard Lounge to consider resolution, chaired by Dean of Faculty Paul Cubeta in President's absence. (Pres. had flown to NYC at 7:00 A.M. for appointments with foundations. Returned by special plane in late P.M., arriving at Willard Lounge straight from airport at 6:15.) Dean of College Dennis O'Brien presents the resolution suspending classes, and a memo of understanding expressing College Council's intent. Nick Clifford reads minutes of Faculty Council meeting. General discussion ensues for 40 minutes. No amendments offered. At 6:50 secret-ballot vote taken: resolution passes, 79 yes, 11 no, 4 abstain.

(At 6:00 when faculty assembled, about 50 students stood outside Willard Lounge; when meeting adjourned at 7:00, group numbered about 120. Result of vote was announced to group by Bob Metzger.)

7:30 Mead Chapel packed for Memorial Service. Some wearing black armbands. Hysteria hovered not far away? Chaplain Scott makes brief remarks including announcement that he is getting addresses of Kent State victims' parents from Kent State chaplain so that Midd students who wish can write them. Then Howard Burchman reads from 23rd Psalm and First Corinthians 13. Pres. Armstrong speaks briefly on vulnerability of any college to violence and on need for unity in next few days. Choir, directed by Rick Dostie '70 who also was organist for service, sings beautifully "Absalom" ("When David heard that Absalom was slain, he went up to his

chamber over the gate and wept, and thus he said, 'O my son, Absalom my son, would God that I had died for thee!' ") Few dry eyes in house. After silent meditation, all sing hymn "Turn back, O man, forsake thy foolish ways." Benediction.

At close of service Bob Metzger announces general rally for 8:30 tonight in Mead (raining outside, so Proctor Terrace is out).

8:30 Mead jammed to rafters. Brief speeches by Karla Baehr, Prof. Clifford, Dean O'Brien, Steve Early, an assistant in Phil Hoff's campaign, Dean DeLetis, Bob Metzger, Barry Sullivan, Arnold McKinney, Jim Brown, Tony Shaw, and Dick Fisher. Meeting adjourned around 10:45. Still raining.

Wed. 5/6 Snowed or sleet-flurried all day; windy and cold (mid-30's). A "strike information" desk has been set up in main hall of Proctor. Much milling about by 50 or 60 students. Red rags are being torn into armbands, to denote strike solidarity, probably. Teletype news of other campuses has been posted—also hand-typed yellow sheets detailing what other colleges are doing.

11:00 A.M. Information meeting in Mead Chapel. Downstairs 80% filled; about 100 in balconies. Four students led meeting. Announcements of day's scheduled activities are read. Striking blonde reads letter to her teachers explaining why she was quitting for the rest of the year. A scattering of faculty in audience. Printed schedule of events handed out at door. Hear from reliable source that ROTC review for tomorrow has been postponed, but this was not announced.

8:15 Lt. Gov. Hayes speaks at Mead (pedestrian effort). Then Gene Sapadin and Bill Everett '72.

Thurs. 5/7, 4:15 A.M. Someone broke the glass door of Recitation Hall, reached in and opened door from inside, poured gasoline on rags at base of walls, and touched it off. A girl student phoned town fire department shortly before 4:30. Fire put out by 7:30 but building gutted. (Note: On both Tues. and Wed. nights someone tried to break into Alumni House (ROTC offices on 2nd floor) but fled when he found building guarded from within. Thursday A.M. attempt was just before Rec. Hall fire started.)

Sunny clear day, breezy, cool; Mt. Abraham entirely whitened by yesterday's snowfall.

10:00 Pres. speaks in Chapel to packed house. Good statements follow from Fred Shepardson, Bill Catton, and Andy Weinstein. (Broadcast on town station, WFAD, as well as WRMC-FM).

11:00 A three-section College Council meeting is held (Proctor Lounge, Willard Lounge, and Ross Lounge) to permit max. participation in three parallel discussions on best courses of action; all are well-attended.

1:00 Full Col. Council meeting in Mead (broadcast in full by WFAD and WRMC). Each sub-group chairman reports on consensus of his group. Then brief statements by Steve Early, Karla Baehr, Bob Metzger, Skip Green, Dr. Armstrong, and Bart Teush. Teush announces that sets of "Alice" had been defaced with word "scab" (soft groans), but that play is relevant to the week's deliberations and show will go on as

scheduled. Dean Peterson announces a volunteer security force to guard all buildings each night until Monday; 2 shifts: 9-2 and 2-7; "bring flashlights if possible."

4:00 Ex-Gov. Hoff speaks to ¾ths-full Chapel. A rather shallow political speech, disappointing, though better than Hayes.

Fri. 5/8, 9:00 A.M. Students called meeting in Mead for College employees. Attendance 150-175. Chaired by Prof. Pack, Laurie Miner, and Dennis Abrams; speakers: Ralph Eaton and Mildred Davis of Staff, John Freidin and Bob Pack of Faculty. Mildred Davis gives advice to students when approaching townspeople; Bob Pack describes present student attitudes—trying to reach out to citizenry—and asks employees to be open and accessible to their efforts.

11:00 Rally in Mead to discuss resolution expressing solidarity with national strike. Speakers: Prof. Clifford, Bob Metzger, Pres. Armstrong, Wally Kerrigan, Skip Green, and Karla Baehr.

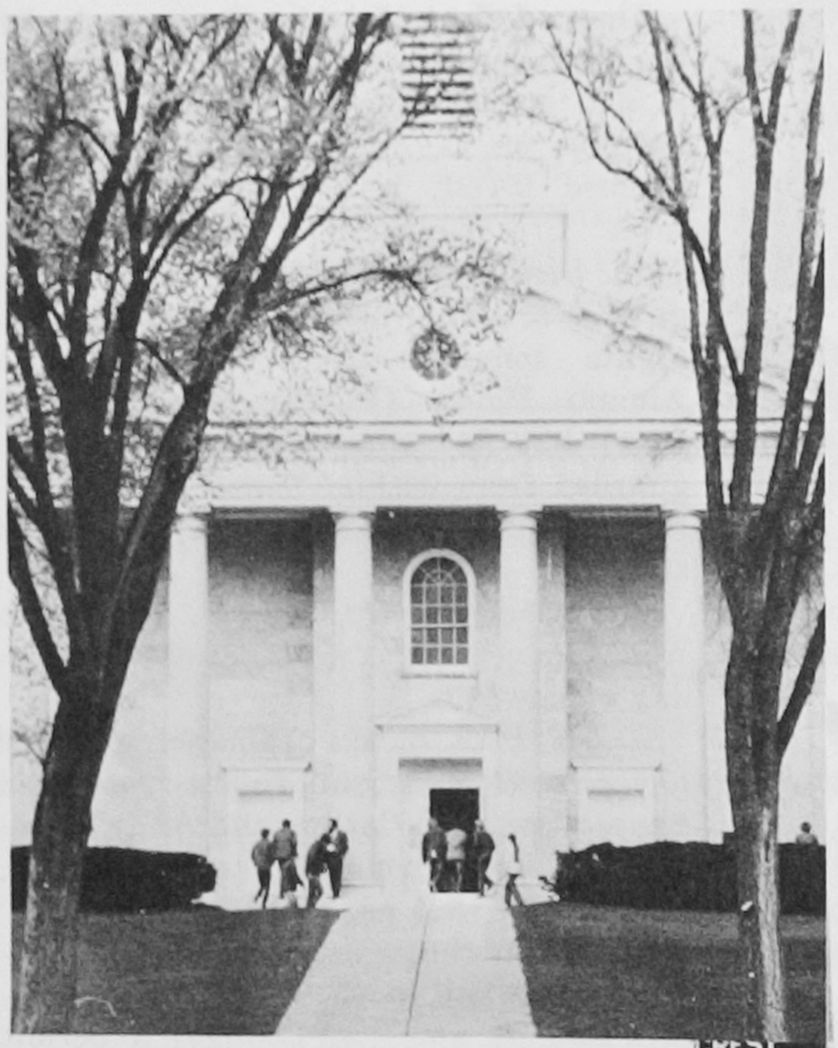
Evening Friday and Saturday evenings students, faculty, and staff attend a number of informal town-gown discussion groups in private homes.

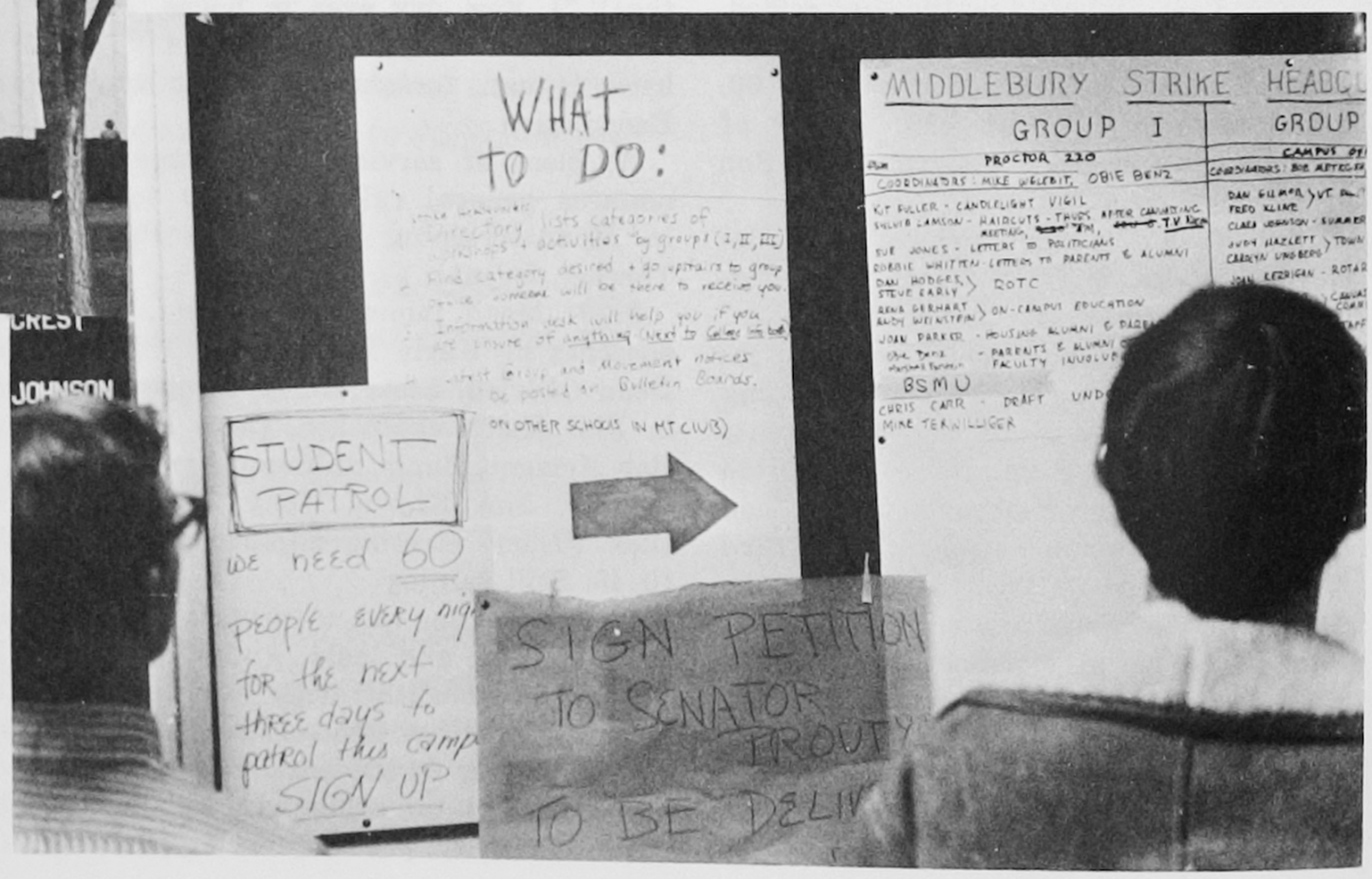
Sat. 1:00 P.M. A 1½-hour town-gown panel discussion in Dana Auditorium scheduled for broadcast over WFAD (organized by station mgr.).

3:00 Special Faculty meeting (2nd this week) in Willard Lounge. Passed two resolutions: first, an 8-point resolution on special grading procedures for this term (students may take an incomplete in any courses they wish, work to be completed by end of Fall term; or may drop a course without mark or credit if they're now doing passing work; or may withdraw from College without prejudice) and second, a 4-point resolution (resolving to complete the academic year; endorsing the nationwide movement and explicity affirming three of its goals (rapid end to U.S. military involvement in Southeast Asia, right of political dissent without persecution, and re-examination of relation of colleges to military); endorsing continuation of 7 activities of socio-political character; and recommending shift of vacation from Thanksgiving to late October to permit political canvassing by students.)

Sun. 5/10 Midd students or faculty members spoke briefly in area churches on events of past week and students' continuing programs.

Monday 5/11, 9:00 A.M. Classes resume and specific political projects continue on extra-curricular basis.





On Thursday at 10:00 AM after Recitation Hall had burned, students assemble in Chapel. Above left, Fred Shepardson calls for dialog with the community. Right, one corner of Proctor wall covered with ad hoc *efforts at campus-wide communication.*

from the editor's window

Reflections on Middlebury's Extraordinary Week

During the first week of May, scheduled academic work at Middlebury was interrupted for several days for the first time in 19 years (the November '51 hurricane). Not surprisingly, this occasioned inquiries and comments from alumni and parents. In the following week a special edition of the Weekly News Calendar recounted some events of that period. It remains only to suggest the flavour of those days and something of their meaning.

The events of May raised in the minds of many friends several central questions about the wisdom of the College's course; we consider some of those, here, in this essentially personal reflection upon that week.

Why were classes suspended? Couldn't they settle their emotional and/or political problems as extracurricular concerns?

As word of the Kent State killings spread across this campus, the students were deeply shocked and in despair. (To comprehend their emotional state, older readers might recall the 1963 weekend of JFK's murder and the April 1945 evening of FDR's sudden death.) For six years, now, the flood waters of frustration and alienation and hopelessness have been rising behind the dam; the shooting down of the Kent State demonstrators finally cracked the facade and all of this accumulated despair poured forth. The students felt they needed the College's moral support and the faculty's help in sorting out the pieces and deciding what could be done. Also, suddenly feeling themselves a threatened minority, they urgently desired some symbolic expression of solidarity with each other, with the faculty, and with their peers at other schools.

Under these circumstances, *not* to have suspended classes would have been unthinkable: a college, unlike a military or corporate organization, is a community based on a consensus of its constituent parts; the consensus on May 5th was clearly against "business-as-usual."

There was no violence (except a fire which was unanimously deplored by the student body); there was no confrontation; there were no "demands." Instead there was a united searching—by students, faculty, and administrators—for the most useful set of responses to the national situation.

It was generally conceded, afterward, that the educational values of that five-day period were not inferior to those of the classes deferred.

Didn't the students, with faculty concurrence, increase the "politicization" of the College?

Yes and no, depending on what one takes "politicizing" to mean. For any college or university, political awareness is essential, but partisan commitment is fatal. The Middlebury faculty as a body showed itself sensitive to both halves of this principle: by suspending classes they went on record as recognizing the exceptional difficulties, even the dangers, of the national situation (the polarization; the failure of communication between the Executive branch on the one hand and the liberal minority, the anti-Vietnam minority, the Negro minority, and the minority of the desperately poor on the other; the trend toward Executive commitment of the nation to international ventures without consultation with the nation's elected legislators; and the increasingly repressive attitudes toward political dissent), while at the same time reaffirming that the specific and unique role of the liberal arts college is education, not political action. Evidence of the latter affirmation was their refusal to officially endorse the "national strike"; the Faculty voted rather to suspend classes for the remaining three days of that week. They also insisted, in voting a political statement on Saturday afternoon, that the vote was an expression of faculty members as concerned individuals, not of the Middlebury Faculty as an official College body.

The events, discussions, decisions, and action programs initiated that week probably heightened the political awareness of the entire College community; they did not, in this observer's opinion, compromise the traditional role of the American college as a center for learning that is neutral with respect to partisan political positions. The Faculty seemed, in its deliberations, well aware of the Latin American experience, in which once-proud universities have been destroyed by political activism.

Didn't the students contribute further to the polarization that is splitting our society?

On the contrary, their reaction was politically more sophisticated than inveterate TV watchers might have expected. These students understood that street demonstrations were a waste of effort: no one even suggested them. While wishing to express solidarity with the 400 other colleges that were "on strike," they soon recognized that only personal communication with townspeople and political action for the election of like-minded candidates this Fall were likely to be fruitful.

First efforts at establishing dialog with citizens off-campus were perhaps more enthusiastic than clearly thought out, but resulted nevertheless in a

number of valid educational experiences. Dozens of students for the first time were invited into the homes of citizens, in Addison county and as far south as Rutland, for serious conversations about recent events on the Middlebury campus and throughout the nation. (Political realism even demanded, and received, the supreme sacrifice—the collar-length locks of many male students. Two girls set up a lock-shearing operation in the Proctor game room that was so popular the arm-weary lady barbers finally had to refer their clients to commercial establishments in town. And for a few nostalgic days the campus bloomed with shirts and ties that probably hadn't seen daylight for months.)

In a flurry of letter writing, other students addressed form letters to their congressmen, to Middlebury alumni, and to parents, while two dozen faculty members offered to write parents upon request.

All told, it was quite a week.

Of course any flurry in a hive of word merchants will elicit a number of commendable speeches and statements, but this observer was surprised at the high average level of forensic talent demonstrated in Mead Chapel. His notes show 42 brief speeches made in Mead, alone, during the first four days. All were tolerantly or enthusiastically received by the packed house; the assemblies were orderly and heckled only twice—brief hissing greeted one student's exhortation that the ROTC review be disrupted by students, and another undergraduate's suggestion of "back to Woodstock" was greeted by a shout from one listener of *"It's not that simple!"*

A tiny sampler of those many statements follows.

A Sampler of Remarks to College Assemblies in Mead Chapel

NICHOLAS CLIFFORD, ASSOCIATE PROFESSOR OF HISTORY:

. . . I want to close with two words of warning which are going to echo some of the things which have already been said this evening.

First of all in an age where irrationality and violence seems to be mounting and is being used by those in authority as well as those who are challenging authority, I would warn you not to fall into the trap which is being dug for you. This is an age in which Mr. Agnew and others, on both the Right and the Left, are trying to polarize politics. I don't think you should fall into the trap of allowing yourselves to be polarized. I don't think that ruthlessness and violence, both physical and rhetorical, on the Right should be met with ruthlessness and violence, however tempting such a solution might be, on the Left. If this country becomes polarized, we all know which pole most people are going to, and I think it is our responsibility in the face of what we take to be the increasing irresponsibility of some of our leaders to keep this from happening.

Secondly, I would like to echo Karla's appeal for unity here. I think the time has come, at least temporarily, to declare a moratorium on the kind of political games which we enjoy playing so often in institutions like this, where we pretend that the College is society in microcosm, with the Administration and Faculty standing as the military-industrial complex, so to speak, while you are cast in the role of the dispossessed proletariat.

(Laughter)

The country is going to go through, I think, extraordinarily difficult and dangerous times in the near future and it seems to me—and I'm admittedly a very prejudiced observer here—it seems to me that the colleges and universities, whose fragility as President Armstrong put it, whose vulnerability, is so acute but which is nevertheless a condition of their existence—that despite this fragility the colleges are going to have to play a responsible role in helping see the country through those times. They cannot do this if they are divided.

Let us forget these differences which so often seem to be artificial—which may be all very well in more secure times—these differences which divide us in an age in which divisiveness is being fostered by so many people in positions of authority. Then, perhaps, someday we can all meet again in this chapel not for a memorial service, not for a thanksgiving for victory, because we all know in modern war there is no victory, but simply in thanksgiving that the war has at last come to an end.

Nicholas Clifford

DENNIS O'BRIEN, ASSOCIATE PROFESSOR OF PHILOSOPHY AND DEAN OF THE COLLEGE:

I have not had the opportunity today to prepare any remarks. I was planning on a somewhat quieter day.

We are suspended for the next five days. And I take the action of the Faculty to mean what it says on its face. I think the situation is too serious, both for the nation and for the college, to simply carry on business-as-usual. I greatly hope that members of the faculty and student body will seek appropriate ways to speak about the concern for this nation and for our position as a college in the country today.

I can only talk a few very brief moments. I'd like to talk about this action of suspending classes for five days. I spoke with a member of the Faculty just before I came here; he said, "I was very hesitant to sign that petition this morning to suspend classes; this is the one community I really believe in, the one community that's really alive to me." Well, I think there are many of us on this Faculty who have chosen the kind of life that is possible only in this kind of institution. We're here because somehow, sometime, we had a spark, we had a wish, we had a kind of dream; we were worried about personal problems, we were worried about how the world goes together, and we somehow found in the world of the College, a world that was nobler, a world that was gentler, a world that was more concerned than the outside world.

Sometimes, of course, it is necessary to hold your life in suspense, to put your immediate concerns, your immediate joys, aside because there are larger issues that somehow have to be faced. But there is no larger issue in my life than the life of this College. So I'm a little bit sorry about suspending classes. I'm not sure that in the dark, inhumane days in which we live, that we make the world any lighter, any less inhumane, by suspending the activity in which at least I find my light and a good deal of my humanity. I'm very sorry that somehow we as professional educators, as teachers, have not been able to convey to each single one of you the sense that this is where we find our humanity, that this is the place where we really have community. I wish I could convey to every one of you the fact that anyone who is a good teacher, or who aspires to be a good teacher—who at one time had a dream of being a good teacher but has now somehow lost his way—all these people in some way teach from an aching heart. We all teach, it seems to me, from Socrates' great view: Why do we philosophize?, he asks. We philosophize in order that we shall learn how appropriately to die. And we can only learn that if we learn appropriately how to live.

I think there are failures here. I wish we did know how to convey that sense to you. It isn't just a job. It's not just business-as-usual when we go into the classroom. I consider myself to be doing something which I would rather do than almost anything else in the world. This is, indeed, my life.

And now I'll just make a general comment on that in terms of the national scene. The reason I find my life in this institution is because this institution, in many ways, does speak not only for what is noble, what is gentle, but hopefully for what is true. I am offended by this war in Southeast Asia, offended by many of the things on the national scene, and in some ways I think the deepest offense, the one that is most difficult to eradicate—wars will end and blacks and whites will, I am sure, some day come together—but what is much deeper, what is much more difficult to get out of the national soul is falsehood. And I'm more disturbed in some ways, not by the action of the United States in sending troops into Cambodia, but by the attitude of mind which appears to lie behind this action.

The search for the truth is an attitude of mind; it is a groping, it is a searching; it does not live with cheap and condemnatory rhetoric. It does not live with half truths. It only lives with a Whole, a whole which we keep striving after all the time. I do not find that in the statement of the President of the United States, nor did I find it in some statements of the previous President of the United States. And that, I think, is the tremendous burden which we live under: that is, our words have been poisoned. We no longer know how to talk to one another. So I adhere to this institution because here, it seems to me, we try. We try, desperately, to do that difficult thing of speaking the truth, of saying things as they are. And that's the only way to find community.

Finally, I go back to my uneasiness about suspending activity at the College. You see, I have a different view, I think, of the relationship between the college and the nation. I don't think I'm worried that the college is used in the interest of the nation as many of you are, in the sense of the use of the college as the "tool of the military-industrial complex," or some such. It seems to me the nation should be used in the interest of the college. The college came before the United States of America: the idea of this kind of institution, the idea of men dedicated to trying to speak the truth goes back to the depths of the Middle Ages, and back then to the Greeks. We're an

Dennis O'Brien

institution which is before the rise of the nation-state and, God help me, I hope we will last beyond the time of the nation-state. When there are no more wars between South Vietnam's and North Vietnam's, between great imperial powers trying to dominate the world. When there are only people who search for the truth. So I think we will outlive that.

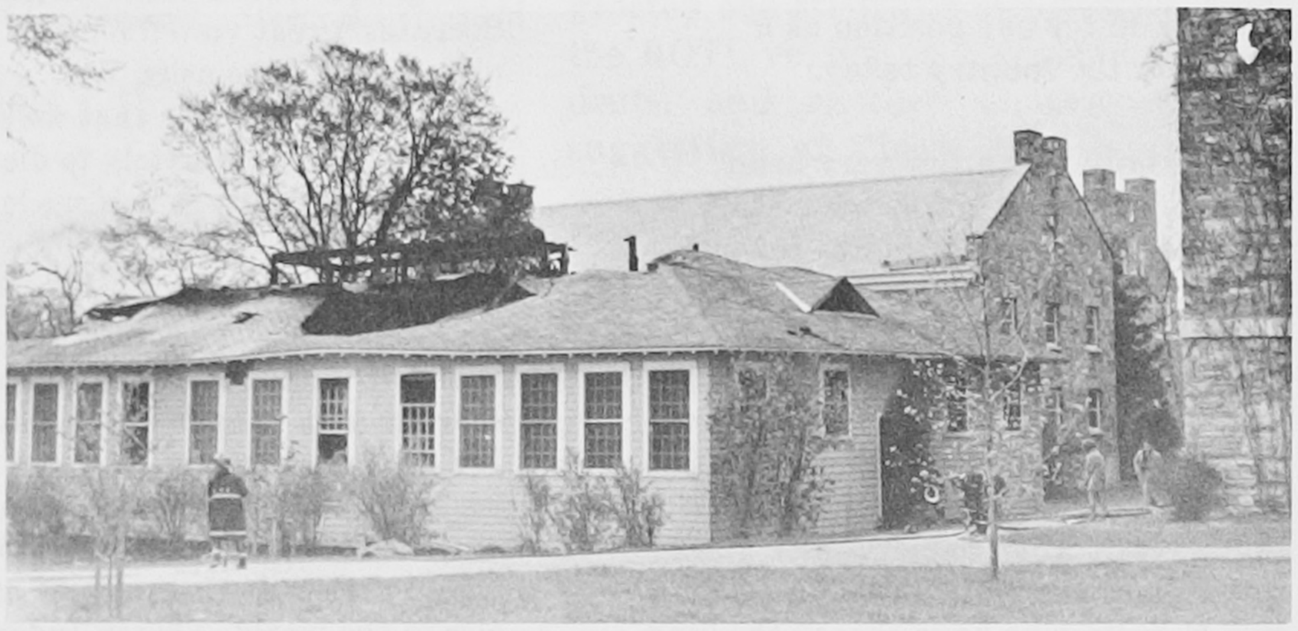
But we do live a perilous life. We live enmeshed in the texture of American society. To pretend to live simply in the ideal, intellectual community is to live a life which is pallid, thin, and really of no great meaning. Of course we find our being here in America, today. And it is extremely difficult to find our being as a college in America in 1970. And I think we are very, very threatened from without, and in some ways from within. But that is all the more reason, it seems to me, that we must know what we are, and must preserve this community.

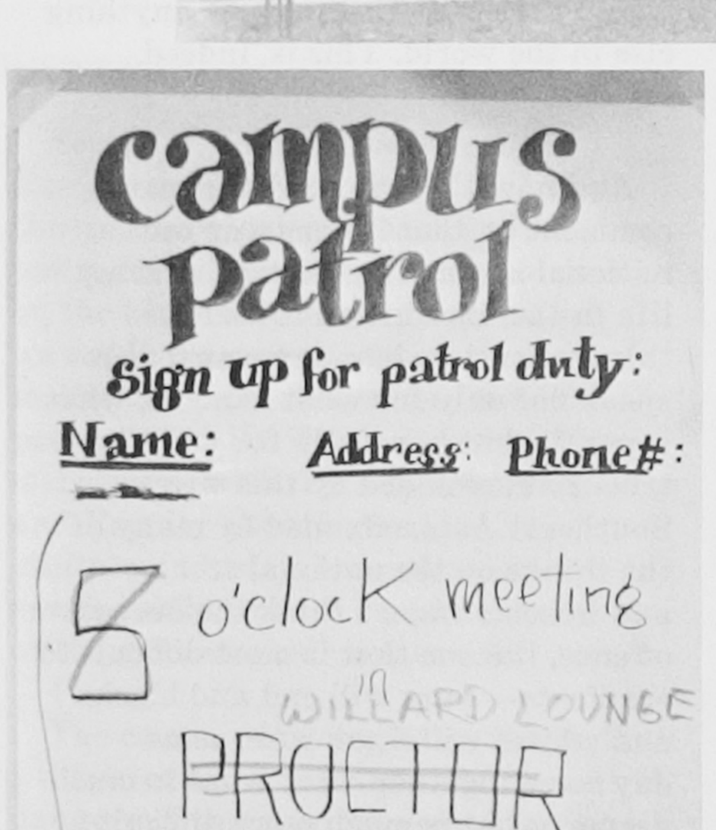
WILLIAM H. EVERETT '72:

"Abraham Lincoln in a time of crisis said, "If we could first know where we are, and whither we are tending, we could then better judge what to do, and how to do it." I don't really know politics. I should like to present myself as a nonpartisan or, if partisanship is necessary, as a partisan of justice.

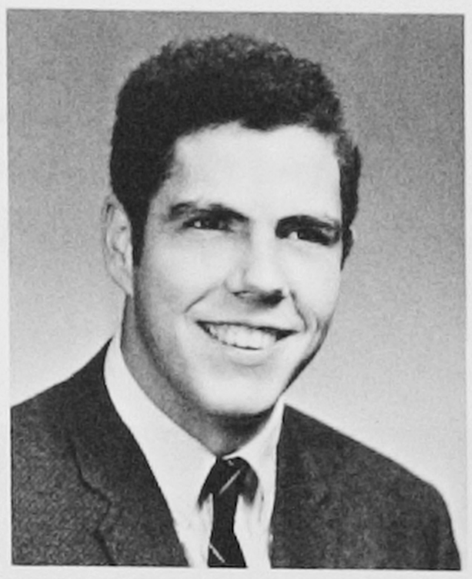
Last night Steve Early made a call to demonstrate at the ROTC final review. I consider this an irresponsible action. Last year the call went out to disrupt the final review as well. Probably the most violent protesting came when a group of demonstrators threw dandelions on the senior cadets. However, Steve said that if Colonel Hefti could not be intimidated into calling off the review, it is doubtful that it would be permitted to reach its conclusion. This is clearly a case of one faction attempting to deny another its rights.

What is to be gained by disrupting the review? ROTC is not an impersonal monster; it is composed of people like myself. We are seeking only to fill our military obligation. Dr. Martin Luther King said, "If a man hasn't found something he is willing to die for, he isn't fit to live." I





College Council's three open meetings on Wednesday morning were crowded: at top, Bob Metzger '72 (facing camera) and biology instructor Mike Greenwood exchange views. Thursday's early AM fire set in Recitation Hall prompted speedy organizing of round-the-clock student and faculty patrol of all buildings for remainder of week.



Bill Everett '72

personally feel that this country has given me something that I am willing to fight for and, if necessary, die for.

I suggest that it is the condition and benefits of freedom that are worth fighting for: first, freedom from the unlawful use of force, the unlawful denial of life, liberty, and property; second, freedom to pursue happiness in the form of a full cultivation of each person's moral and intellectual capacities. If this country secures this freedom, and I believe today's activities only confirm that it does, then we must be prepared to defend ourselves and our political system against attacks founded on anarchy as well as tyranny. And if, while might is necessary to secure right, and at the same time we want to avoid letting might *define* right, what better means could we employ than to join a liberal arts education with military training for officers?

There are certain conditions and policies in America which need change, radical change. Because we stand the best chance for constructive change within the existing system, I advocate political action. America is one of the few countries in the world which, from its very founding, has provided for change. Political change may be slow but it can be both positive, deliberate, and bloodless. And it seems to me that it was the blood of four young students which has activated the conscience of the nation.

It has been said many times in the last few days that President Nixon, by ignoring the popular will, has sold out the country. I offer a different interpretation of what has happened in the last several years. I submit that Americans have sold themselves out by abdicating political responsibility. A great deal of power has recently accrued to the executive branch of our government. The legislative power resides in Congress, whose members are the direct representatives of the people. They have the responsibility of defining national interest as well as voicing the sentiments of their constituency. Nowhere in the Constitution is the legislature given the right to surrender its powers to the executive. Yet this has happened time and again. The Gulf of Tonkin resolution was one of the high points of Congressional irresponsibility. It is my man and your man, who are supposed to be representing our interests, who are passing the power of the purse and the power to declare war on to the President. It is time we stop looking at the manifestations of irresponsibility and start looking at the causes. Our government needs close scrutiny but do not let anyone tell you where to look or what to look for: this is the duty of the educated man.

One of the most disconcerting developments in the not-too-distant past has been the decline in personalness and individuality in our country. There has been a dramatic increase in ideological fervor. It is very rare to find a man who is willing to disassociate himself from any kind of movement, and stand alone on his own merits. Today is the era of the demagogue who says: "Now we have to rally as a group. Now we have to lose a few heads to win the cause." Those who take the law into their own hands still demand all constitutional protections. Yet their very actions undermine our Constitution and our laws.

The ideologies have become a front for civil disobedience. Most men have a different group morality than that which they associate with themselves. Most individuals would not consider stoning a policeman. Yet the group senses a threat to their existence and with an increase in numbers comes a decline in individual morality.

If I make no other point in this speech I would like at least to foster a new sense of individual responsibility. Not a responsibility to the Left or to the Right but a responsibility to ourselves and to justice.

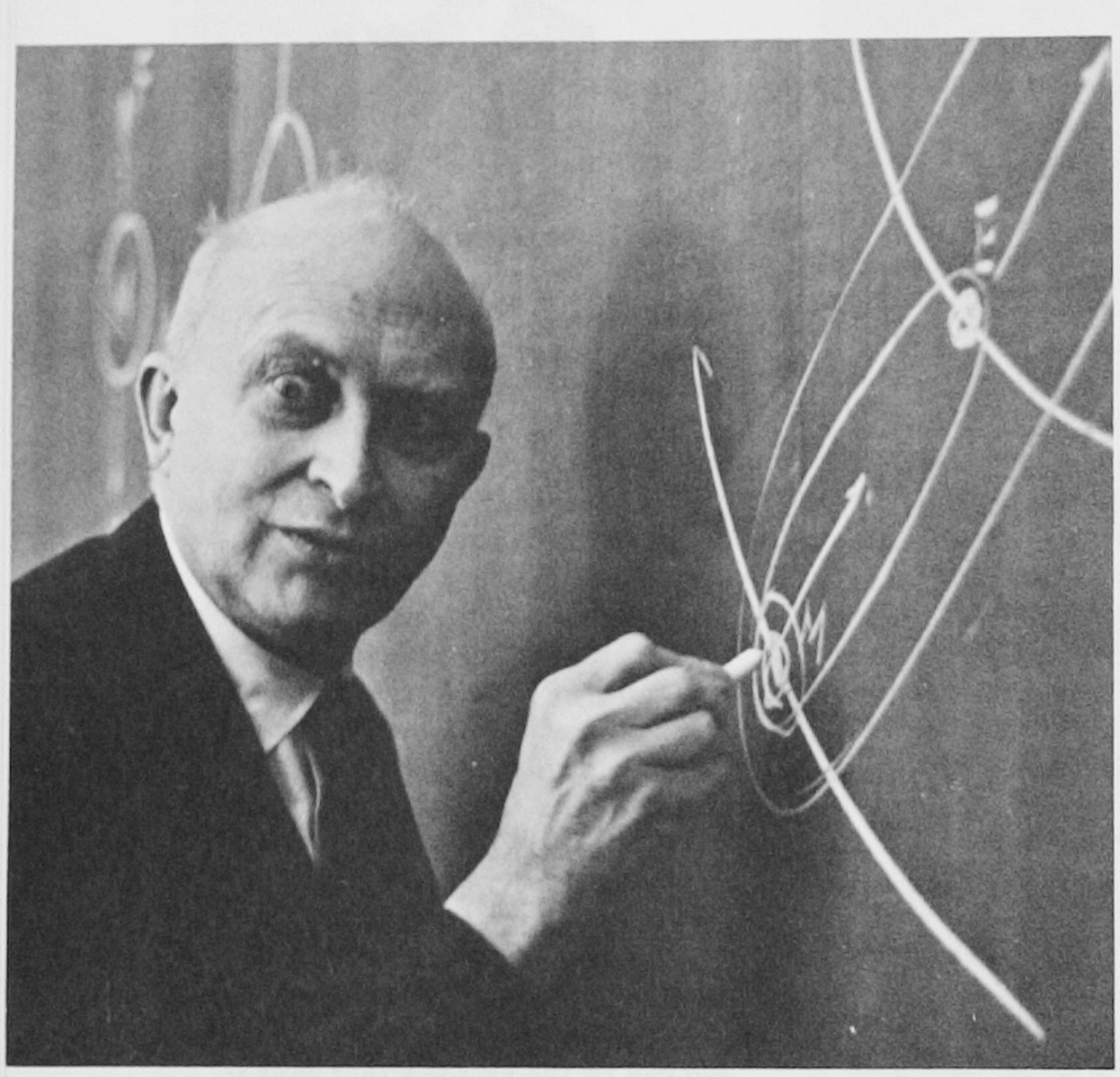
There are many people on this campus who sympathize with some of the tenets of the national strike and yet not all of them. To these people and to everyone I would say this: be your own keeper. Do not be swayed by the rhetoric that says if you do not accept the whole platform you are doing nothing in reality to bring about peace. I appeal to everyone not to be directed by any force outside his own conscience. Any man who feels strongly about what our country should do, should be strong enough to deliberate and to decide for himself what is to be done. Do not let the great Leviathan change your morality or your principles.

Like many of you, I think, I'm confused. I see no easy solutions to the difficult problems that confront us. There is one basic principle however that I follow when contemplating change and how to achieve it: that is, if in the process of initiating change I violate the sovereignty and rights of another individual, I will have gained nothing. It will only constitute a change from being oppressed to being the oppressor.

Thank you.

Ben Wissler Puts Down the Chalk

Retires after 40 years to salutes of his distinguished Physics alumni



"Benny Wissler was already a Middlebury tradition in the mid-1930's—a young and energetic eligible bachelor whom everyone knew and admired. From our window in Hepburn we could applaud his fine tennis game and watch him arrive and depart in his open convertible. He was a dashing fellow and no doubt still is.

"In class and laboratory he was equally exciting, and at the same time exacting. He liked neat equipment, neat laboratory reports, and careful analysis. For some reason, I still think of him whenever I teach the energetics of orbital motion, which he taught us so lucidly in Modern Physics. His no-nonsense view of teaching and learning coupled with warm humanity, made a lasting impact on us all."—From a letter from a former student[1]

"Mr. Physics" at Middlebury for more than 30 years retired this June. At Commencement Luncheon on May 30th, Ben Wissler was presented a volume of appreciative letters from over 100 of his former students. On a mid-April morning just 3 hours before Apollo 13's emergency splashdown, we talked with Professor Wissler in his Science Center office:

Q: About nine years ago you were rather pessimistic about the value to our society of the U.S. effort to get to the moon. Since this is a topical subject today, have you had any reason in the last nine years to change your mind on this?

W: No, I've had no reason to change my opinion in this regard. I've been delighted by the successes that we've had in two missions. But my real objection was not to space exploration; it was an objection to the catch phrase which we've used, saying we're going to "put a man on the moon." And I didn't feel with our technical abilities it was necessary to risk human life. And I fear that at this very moment we're in a very drastic situation —I hope it comes out well, this afternoon.

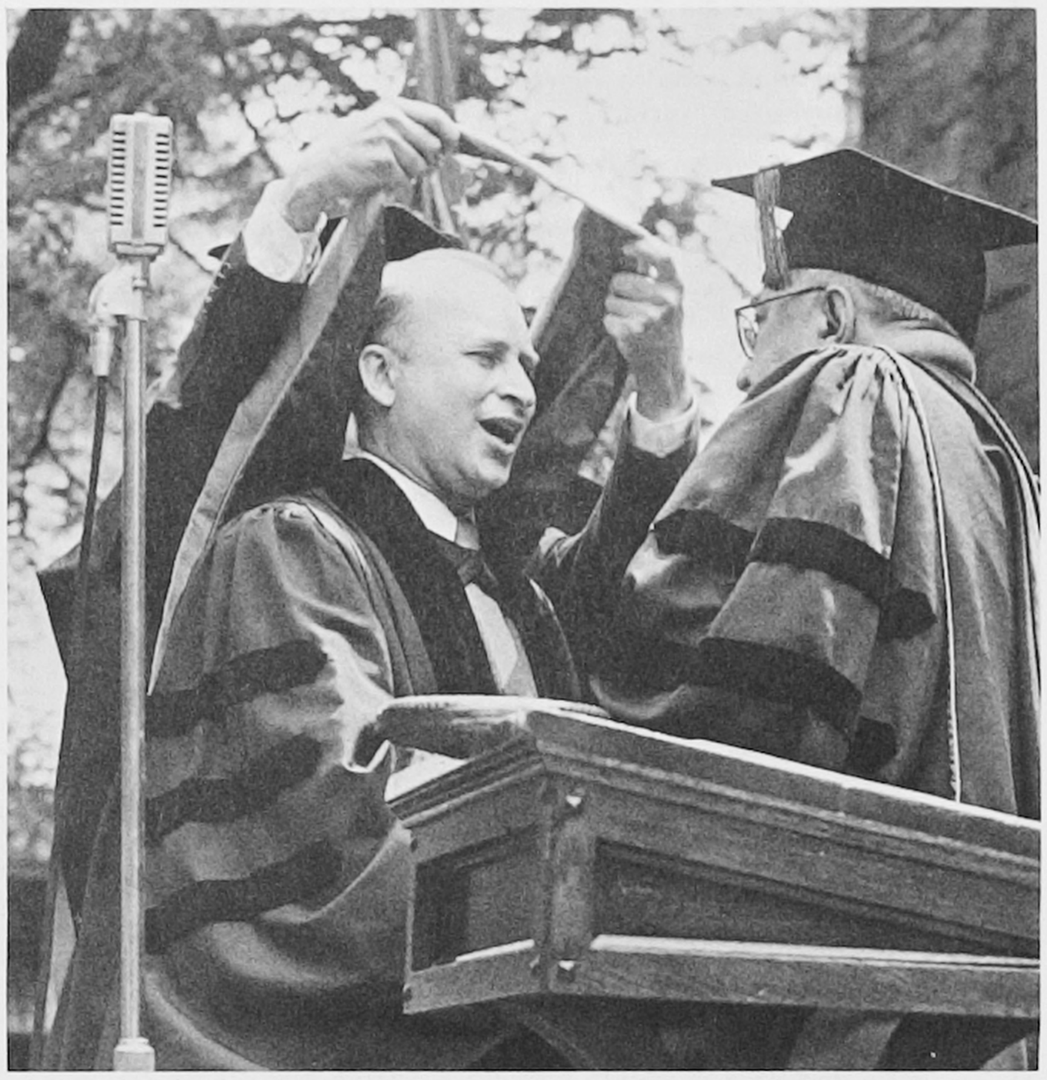
If we have the funds available after we weigh the respective needs that we have, I'm not objecting to space exploration. I think it should be kept within our financial abilities. But I believe it would be possible to explore the nature of space more cheaply, perhaps, if we didn't have to carry some earth environment and *man* on the explorations, and if we kept it highly instrumentation-oriented. Therefore I'm not sure that putting a man on the moon was the most economical way to enter into space research.

Q: In what direction would you most like to see a major national scientific effort in the next ten years? Do you think it should be space, or pollution control, or are there questions in theoretical physics that—?

W: This is a very difficult question to answer but I would generalize in the following direction: Space is fine if we feel we have the money to do so. I think any scientific contributions which can be made to better man's livelihood and society are fine; I'm now saying that maybe the sciences and, if you please, the social sciences need to work more closely together, and the immediate problem before the public—that of ecology—is an area in which the two can be very nicely dovetailed. I'd like to see this area considered first. And then, we have to maintain an adequate preparation of our next generation coming along, so that *they* can step in and make the necessary advances, and these advances may be listed under the heading of "technology" and

I'll accept it. I'm not opposed to it. Used properly, technical advances based upon good scientific background are great.

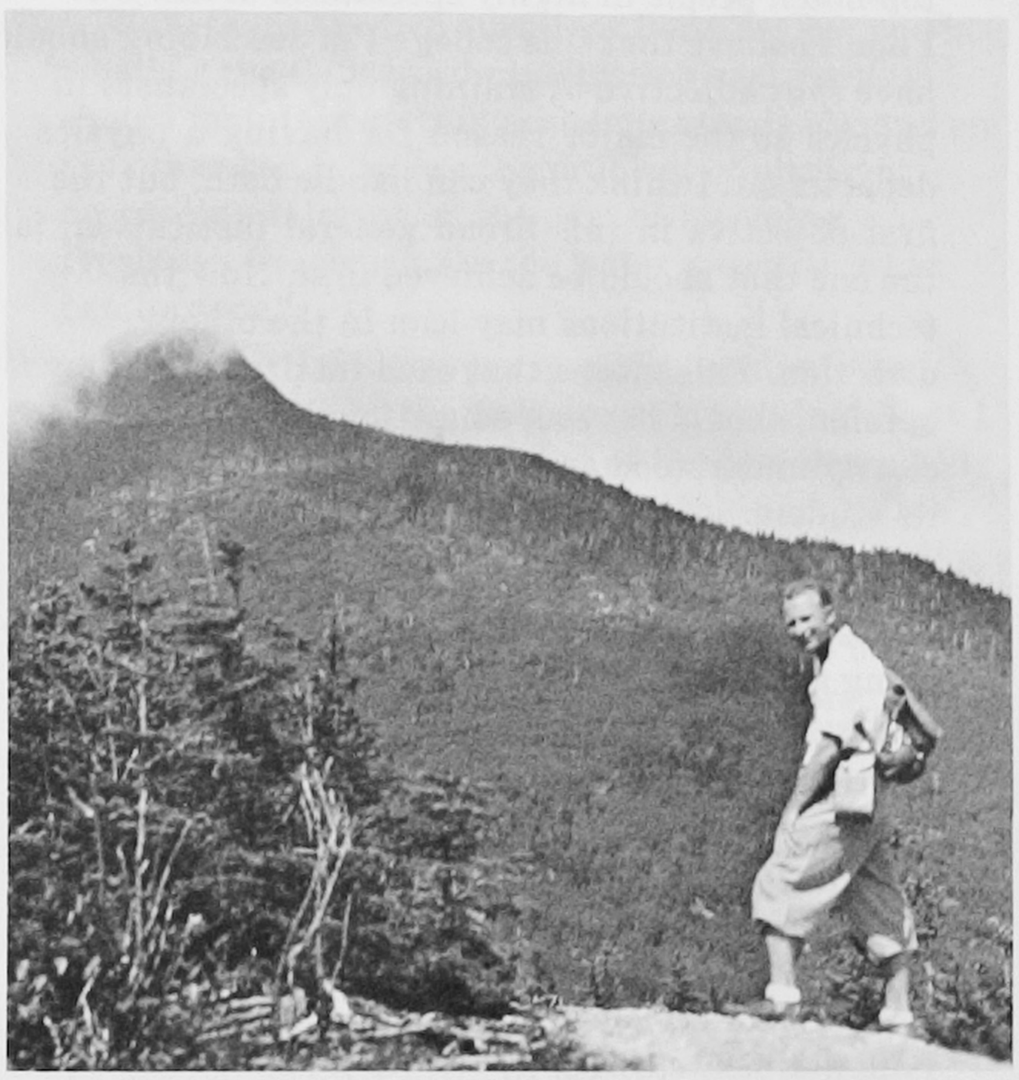
Q: Again, back in 1961 you were quoted as saying that much of the rather meaningless research that



seemed to be going on ought to be cut back and we should "give social and economic ideas a chance to catch up and give our society a chance to assimilate scientific developments" so that mankind can utilize them more intelligently. Do you think that there should now be a greater stress in undergraduate science courses on the social implications of the material?

W: I think that there can be a somewhat greater stress in putting before the students, clearly, the fact that a science student has a great deal to contribute to the rest of society. This, I think, is very, very necessary. And I'm not so sure that this is being done. And again, from an economic standpoint, it is fine to say we are conducting original research on a broad basis, but again, I feel, after we state what the economy can and cannot support, I think we will have to still keep looking, as I implied at that time, to see whether the areas of our research appear to be reasonably directed for the good of society. Such review is essential for the expenditure of any public funds, whether it is an Eastman Kodak grant or a National Science Foundation grant. And someone, somebody, must have some supervisory responsibility, here, and there will be another group which will say, "There are only so many dollars." I don't think we can run rampant in expenditures for scientific research.

Q: You were talking a moment ago about preparing a sufficient number of students in sciences for



the next adult generation. And this brings up the question of what the proper role of the science department in a small liberal-arts college ought to be. That is, should it try to give an excellent intensive preparation to a relatively few majors who are going into postgraduate work? Or should it try to give a broad-scale education to the majority of undergraduates whose careers will not be in science? Or can you do both?

W: I don't think this question has a simple answer. I think each educational institution should have clearly in mind what its aims and objectives are. I believe that both of these things need to be done. I think if we are saying, as an institution (and there are different institutions than the one I'm going to describe here), that we are a liberal arts institution offering general education for a broad spectrum of people coming in, then I think educating them so that they can understand and appreciate the role of science in their lives—this is the first objective that needs to be achieved. So that even if they go on to serve in the state legislature or in Congress and matters of legislation come up, they have an adequate background to formulate some judgments of their own and don't

necessarily have to be pawns pushed around by some science advisor. That's the first objective.

Now if, with this, we have some highly capable and very specialized interest on the part of some of our undergraduates, we should be able to prepare them, also, to go on to further study and become top-notch people in highly specialized areas. But I don't believe that this college I'm describing should have *that* objective of training only specialists in physics as the major reason for having a physics department. I think they can handle both, but the first objective in this broad general institution, is the one that should be achieved first. Now the technical institutions may lean in the other direction. This means that each institution, in my opinion, should have an educational philosophy clearly understood and then properly sold to its student body.

Q: You've been here since 1930. Do you see the role of the science department in the College evolving, or being altered, in that span of time? Or are you still essentially doing the same job?

W: I think we have, throughout the major portion of my years at Middlebury, been performing this general role that I have been outlining to you. However, I am concerned because I think I detect, not only at Middlebury but among other small colleges like Middlebury, a change in outlook and I am not pleased with it.

Q: What is this outlook that worries you?

W: The attitude that worries me is linked up with many of the proposals now before the American public. One facet of this thing (and there are many, many facets) is that, statistically, the number of students coming to institutions such as Middlebury —small colleges—who proceed to study science, not necessarily going on to major in physics or chemistry but who study science, is dropping. The percentage of the total student enrollment embarking upon science programs at the undergraduate level is dropping. And then I find, both at Middlebury and from what contacts I have with other institutions, the institutions are saying "We are removing that which we used to say was a science requirement. And we're going to allow the student to elect anything he wants to." I fear that this approach debases academic standards. We might better say, "Here is something we believe is meritorious. If you're here, this is what we think you ought to do. If what we are trying to sell you doesn't meet your needs, well, there are other institutions whose ideals may be different from ours." But I'm afraid we're all trying to serve too many masters, instead of sticking to one sound objective and then selling. I'm

"I learned a goodly amount of physics from Ben Wissler, but I think more important than the subject matter he taught is the philosophy of orderly thinking, based upon thorough understanding of fundamental concepts, which he imparted to his students. He prepared us for later endeavors, to a degree which many of us probably did not realize until years later. He not only taught physics, but he taught us how to learn and understand complex concepts in an exploding technological world." [2]

"It's hard to believe that since leaving Middlebury I have only run across perhaps two persons who could take an idea or concept, boil it down to its bare essentials and explain it as clearly or as well as Dr. Wissler and Dr. Chih! This most crying need for excellent college teachers in physics—willing to devote at least as much time to the undergraduate student as to research—has made me extremely interested in college teaching as a career. Middlebury is a fine example of what student-faculty relationships should be." [3]

"Aside from his ball-of-fire enthusiasm and bounce which pervaded everything that he undertook, I think my most lasting recollection of Ben will be THE GRIN. This he shares with the Cheshire Cat, but much more expressively. It comes as close to an ear-to-ear phenomenon as I've seen in any of my acquaintances. It accompanied every cordial greeting of which there were many. It also formed an almost fiendish expression of amusement over the discomfiture of some unfortunate student. I have been the target of both forms many times, from greetings on the street to the amused leer with which he would stand by and watch while I hopelessly gummed up some exercise in the laboratory.

"In spite of his out-going attitude toward those with whom he came in contact he was professionally very modest. He was always telling us we were such lousy students that he could only hope to give us enough grounding to be able to understand the language being spoken in advanced courses in graduate or other schools. It was only later that we discovered (at least in my own field of optics) that there were few if any beginning graduate courses that could hold a candle to the courses he gave us." [4]

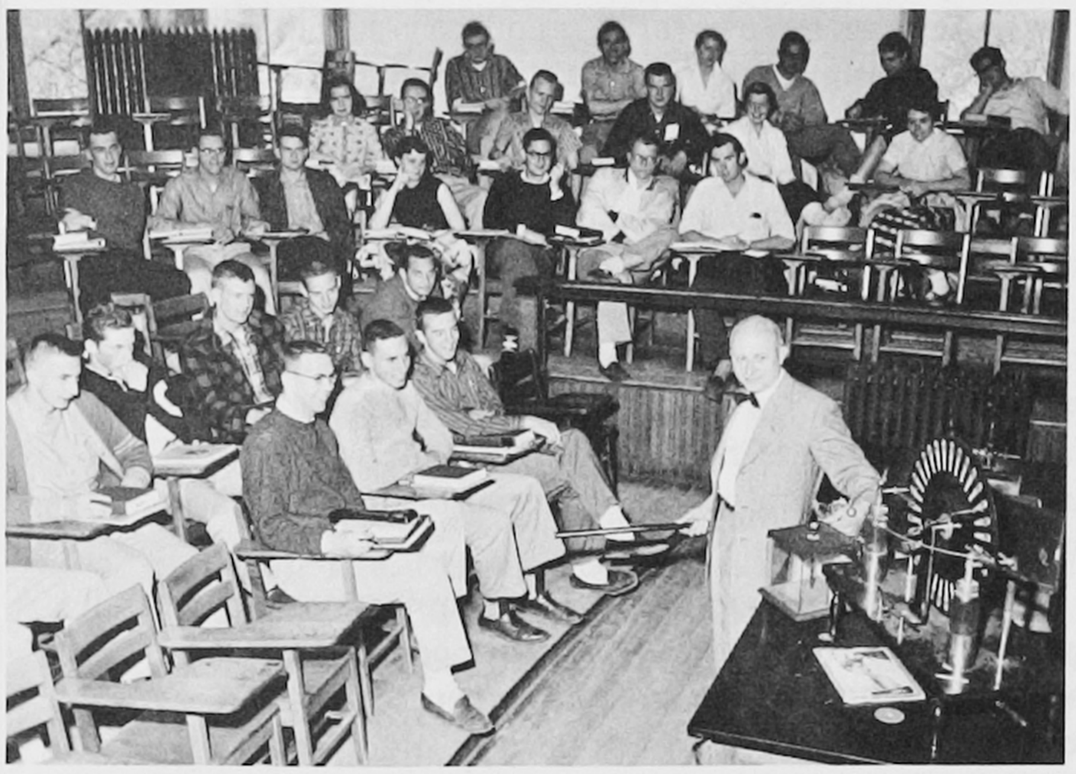
"The main reason why I remember Prof. Wissler is his constant insistence upon one's doing one's best—his demand for perfection.

"However Prof. Wissler was more than just an inspiring teacher. He was in addition a demanding task-master. He worked hard and he expected his students to do likewise. He forced me to work hard also and in so doing I began to realize what I was capable of doing.

"There is only one way to learn how to do excellent work. That is TO DO IT. No number of lectures, no number of explanations, no number of inspirations will suffice. One must do it himself, and in most cases be forced to do it. Prof. Wissler made me do my best. For this I shall always be most grateful." [5]

"My first experience with physics was with sound, i.e. the level of intensity of the lectures. My second experience was flunking the first test—I think everyone flunked that one, but perhaps my memory tricks me favorably. My third was realizing what is meant by a general principle. There were a lot of other things, like how to treat an instrument kindly even like it was human, and how to trust or not to trust a measurement.

"However, running through it all was a vital human experience stimulated by your own style of life. Without that the study of physics would have been less meaningful, less exciting. I am glad to say that I learned first about science, seriously, from a warm, perceptive, alive, alert human being. Although it was made clear that the analysis of a physical problem depends



on natural law and not on human mood, it was also equally clear human characteristics were not rejected or devalued merely because they are inapplicable to the solution of certain problems.

"I remember sitting in your office—imagine being allowed to sit with the prof at his own desk!!—talking about my program of courses or about the results of an experiment in the warmth of the morning sun, which matched your personality. I remember building a spectrograph and hooking up the heliostat with your encouragement and advice.

"The teacher to be remembered and honored sets the standards and insists that the student reach them, but in his own way, and with encouragement and assistance which best exploits the student's own resources. In the last thirty years I have not met your equal." [6]

talking now, if you please, about the things I hear on our own campus—that we ought to drop all requirements—I've heard it—whether they be language requirements, science requirements, or any requirements for graduation. I'm not sure that this is in keeping with an educational objective. That's my own personal opinion.

Q: Well, there are two questions here, really: one is whether the College administration and Faculty should maintain certain academic standards, and on the other hand, there's the problem of apparent decreasing interest on the part of incoming freshmen in science. On the latter question, what can be done?

W: Well, may I dodge your question a minute and say I think maybe the most important thing (that I will put just a little bit ahead of the two items you mentioned) is to say, "An educational institution has a clearly defined objective, a reason for being, what it is trying to achieve for its students." And then I believe the following: as I have been contacting young people over all these years and even today, they are not much different, if at all different, today, than they were 30 or 40 years ago. And if we as an institution—now I say from the janitors to the Faculty—all think we know what we're in business for, and are just a bit salesmen, these young people will buy it provided you can account clearly for what you're trying to sell. It isn't a matter of saying dogmatically, "This is it." You must be able to defend it and say, "In the light of the world you're going into this will be *needed*." We're not good enough salesmen, today!

Q: So you don't think that any reputed change in student attitudes toward science is more than skin-deep?

W: That's right. I think that it's becoming the fashionable thing to do and they will do it. And I think you can cope with this by just making a reasonable approach to them. And when they think about it, they're just as thoughtful as they ever have been and I think they will put it together properly. I'm not going to underestimate the student at all. But I think we've got to *work* at the job. We've got to recognize that a job of salesmanship is necessary. We must recognize that if we tell them they can go and do as they wish, with human nature's frailties they'll simply do so.

Q: And be actually less content, perhaps, than if they had had more direction from the start?

W: That's right. Now here comes the great issue of communication between the different fields, between the generations, and all the rest. But I think that if you believe that physics is good

"I probably met Ben Wissler within 2 or 3 weeks of my arrival as he was my freshman advisor. He wasn't very large, seemed friendly enough, and appeared to have a folder of information about me. Inasmuch as he possessed information on my freshman testing, I asked if he would make a judgment on my prospects under his tutelage or did he recommend another course of study that might be more commensurate with abilities and/or interests? For 25 years I have been wondering how many other students have been counselled by Ben with the same sentence: 'You can become whatever you want to become.' In any case I interpreted the answer as encouraging. A short time later all of his freshman advisees were invited for dinner and the evening at a place he called 'the Gold Fish Bowl.'

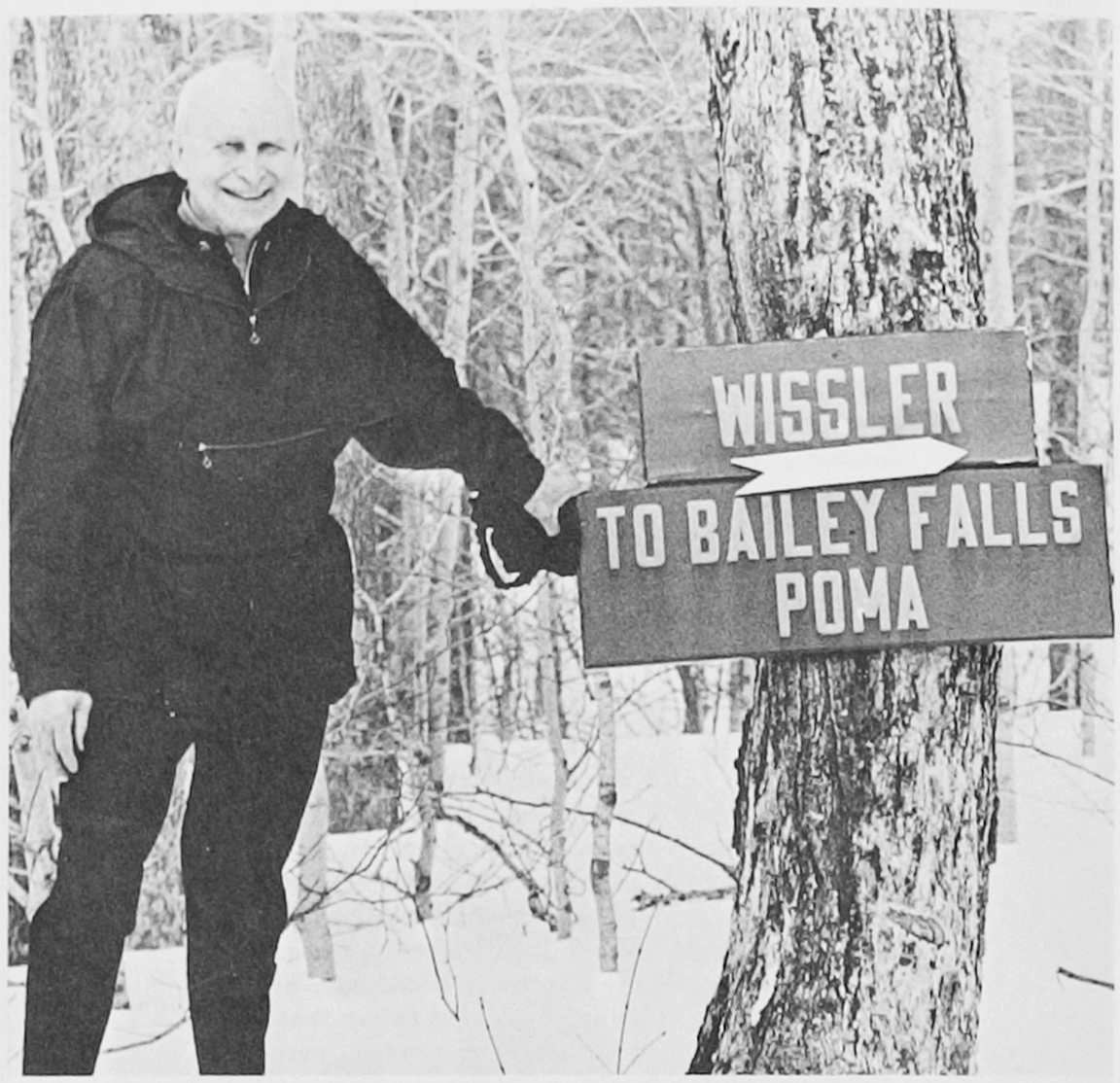
"Somewhat later I began to meet Ben Wissler on his terms—the classroom and laboratory. Regardless of how little sleep I had received, his roaring delivery maintained my wakefulness in the lectures. Carelessness, inattention, and inferior application of talents received their just rewards; expectations were high but not unattainable; in his classroom worldly judgments were not delayed until after Commencement—judge and jury, demands and boss, and the just fruits of one's labor were all met immediately and continuously. But what fun and what rewards!

"But Ben Wissler himself? Although he was stern and demanding, I eventually learned of his great compassion. In one instance I had spent every possible hour during Christmas vacation attempting to earn sufficient funds for a down payment on the second semester's bill and courting the girl who was later to become my partner. At the end of the first week of class continuation, I was called to Ben's office. 'What is this? A zero in two physics pre-A's and the same for mathematics?' Upon learning that I was physically exhausted and compelled to meet early morning table-waiting commitments, his answer was simple but positive. 'Forget your classes, I'll cover the cuts. Take whatever time is required to gain your equilibrium and let me know when you are able to dig in again. Incidentally, we can arrange makeup examinations for these three abominations.' In about a week he probably had, in me, the hardest working student in the Physics Department. I saw a few girls exit from laboratories in tears and heard boys expressing themselves freely, but they all knew then and now that there was no unjust demand on their talents. Ben Wissler gave completely of himself and on many occasions felt more pain than the students." [7]

for a student, you've got to keep selling that in your classroom day after day; and if you present a good, solid case these young people will buy it. But if you just throw out a lot of technical details and don't show them where and how it will fit, yes, they'll brush you aside.

Q: This comes back to my question about presenting the facts within a frame—the social context. I wanted also to ask you about some of the students you have had whose later careers have caused you the greatest amount of pride or satisfaction.

W: Well this is a very difficult thing because there are many who deserve mention. However, I hate to get started naming any of them because I'm bound to leave out someone whom I'd want to include. Let me just say that a number of our



physics majors have entered secondary-school and college teaching. Many of these are now full professors and several have become deans of their respective schools.

Also, quite a few have gone into industry and are now occupying responsible positions in industrial laboratories—at GE, Eastman Kodak, IBM, and elsewhere. Several others are doing highly specialized work for such federal agencies as the National Bureau of Standards. In other words, our physics graduates have entered highly diverse areas of service.

Q: I'd like to turn to more personal topics, now. I gather that you have had a rather considerable association with flying and that when the V-12 program was here, you were heavily involved in teaching navigation?

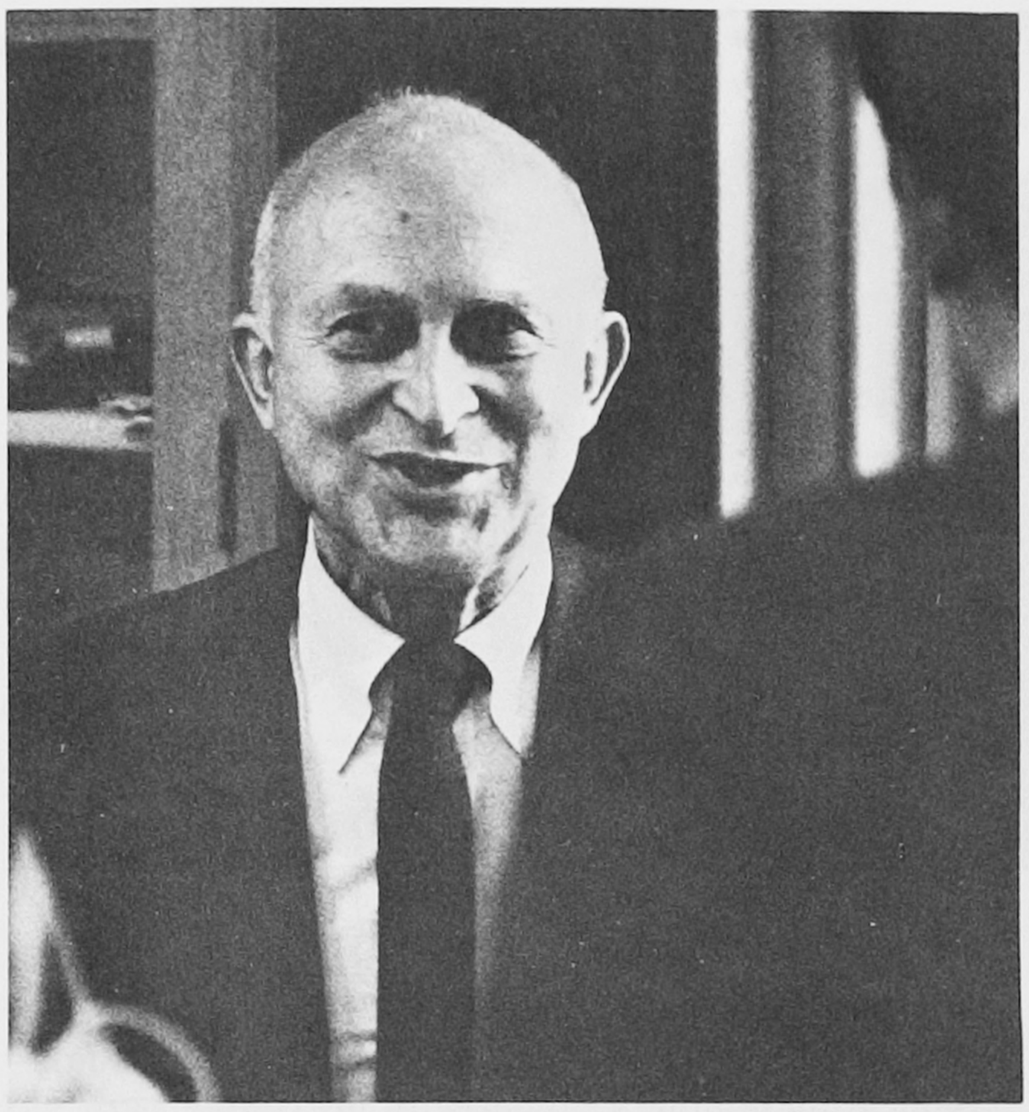
W: Yes, navigation and other things: General Theory of Flight—I even taught Aircraft Engines, etc.

Q: And you, yourself, used to fly quite a bit? Out of Bristol?

W: Yes, out of Bristol.

Q: Do you ever hear from any of your navigation students?

W: Not by letter, but I have bumped into a few of them; one is young Gerow here in Middlebury who said he had always been grateful for what he learned in navigation because it had got him by in many world travels. And I happened to meet state Senator Sanborn Partridge, from Proctor,



at the Boy Scout Council meeting down in Springfield and in the course of our conversation he said, "I remember *that* from navigation class!"

Q: What is your involvement with the Boy Scouts?

W: Well, at the present time I'm vice president of the Ethan Allen Council of the Boy Scouts of America, which is the council serving the southern half of Vermont.

Q: You must have been in the Scouting movement for many years.

W: I started in the Scouting movement quite early in my life, I think I became a Boy Scout about 1918. I don't say that I have been continuously active but for the past 10 or 12 years I've been active in Scouting at the council level, and at the present time I'm vice president of the council.

Q: And you've served at various times on local school boards?

W: Yes, I was on the Middlebury union school board for nine years, 1955 to 1964.

Q: How have you participated in the Mountain Club over the years?

W: Well, actually I guess that I am responsible for having been one of the Middlebury College faculty members who was very instrumental in the formation of the Mountain Club in its early days. There were four of us. We were then youngsters. This was in the early '30s—'31 and '32—and many students then were interested in going hiking, and these three other faculty members and I more

"Ben," as we all know him, came to Middlebury in 1930 as an Instructor in Mathematics and Physics. On Professor Bryant's retirement in 1937 he became Chairman of the Physics Department and served in that capacity until 1968, a period of thirty-one years. In several of those years he was *the Department. But even when he had assistance or shared the Department with colleagues, he was the directing force, determining for generations of students the excellence of the quality of the physics they learned.*

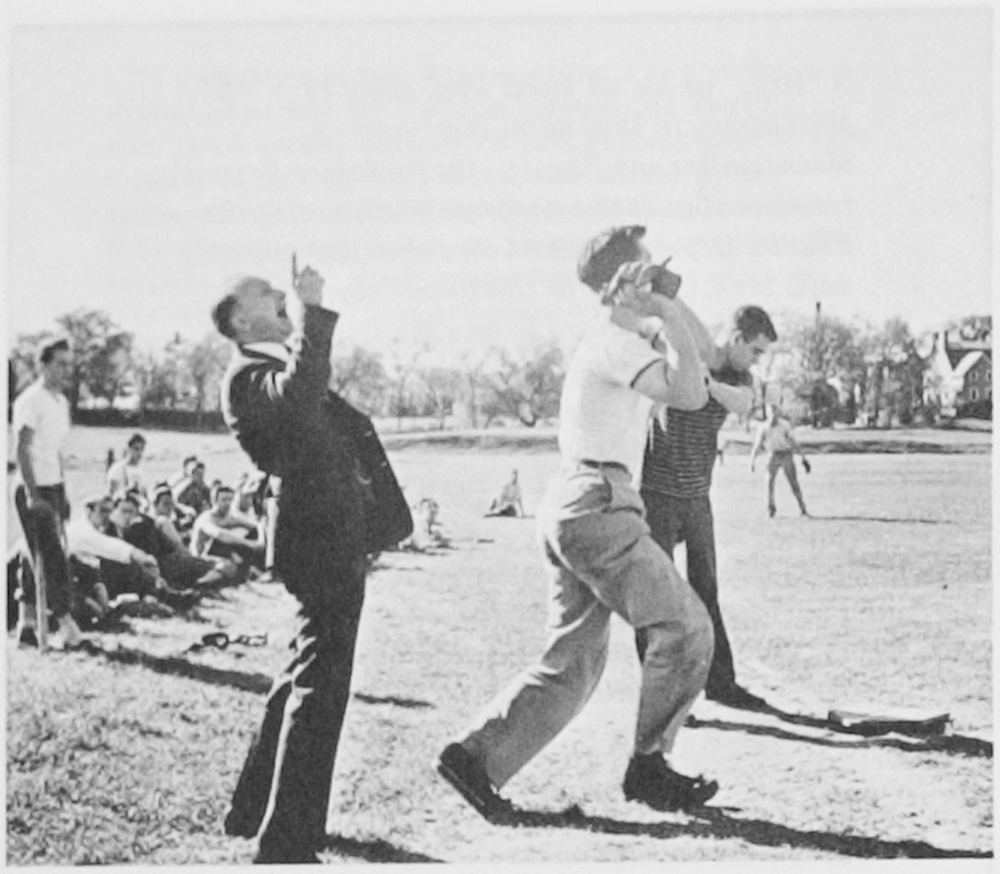
At times he seemed a hard task master and Physics 21 was a formidable hurdle, not only for the students in the Physics Department but for those in Mathematics and the Certified Chemistry Major for whom it also was a requirement. The students, however, who faced up to the demands of the course, realized when they were through what a valuable experience it had been. It was here, particularly, that Ben's devotion and dedication as a teacher found full expression. Sloppy, shoddy, imprecise work was never tolerated. Hours were spent by the students writing and rewriting laboratory reports until they satisfied the demanding standards of the Instructor. But this process produced graduates who left Middlebury not only competent as physicists, and with disciplined and creative minds, but also with an appreciation and affection for the man responsible for their education.

Ben's capabilities have been recognized beyond the bounds of our own institution and in fulfilling wider responsibilities he has brought honor and distinction to our own College within the larger academic community. In 1951 he was awarded an honorary Doctor of Science degree by his alma mater, Muhlenberg College. In 1966 he received the Distinguished Service Citation *from the American Association of Physics Teachers. He has served on many evaluation panels for the National Science Foundation, has been a participant and director of an NSF Summer Institute for High School Teachers of Physics at Wesleyan University for some dozen years, and he has been a member of the National Executive Council of the American Association of University Professors and a member of the AAUP Committee on Ethics.*

From the Minutes of the Faculty, May 4, 1970

Letters quoted are from:

1. Harold W. Lewis '38
   Prof. of Physics, Duke Univ.
2. William H. Price '50
   Spvsr., Optical Design, Eastman Kodak
3. Ronald Reese '64
   Grad. student, Johns Hopkins
4. Francis R. Nitchie '50
   Sr. Optical Engineer, Itek Corp.
5. Stanley H. Vegors, Jr. '50
   Prof. of Physics, Idaho St. U.
6. Walter D. Knight '41
   Dean, Col. of Letters & Science Univ. of Cal. at Berkeley
7. Harmon H. Plumb '45
   Chief, Temperature Physics Sec. National Bureau of Standards



or less went with them, and out of it there developed the idea that this would be a fine thing to broaden. The students took it over from there. It resulted from these parties that we ran, where three or four of us would say, "Let's invite some other friends and we'll climb Lincoln Mountain on snowshoes next weekend." These things paid off, and then it got to the point, and rightly so, that the students formed their own organization and carried on from there. It was sponsored, and if you please, prodded, and maybe led, by four of us who were then instructors.

Q: Who were the other three?

W: Storrs Lee, Joseph Thomas, who was then instructor in chemistry, and Lansing Hammond who was an instructor in English.

Q: How did you come to develop the special point system for judging ski jumps?

W: It was not for judging ski jumps, it was for scoring ski meets. In this country when skiing was being developed as a collegiate sport the problem came up as to how we should score a meet. There were those in this country who wanted to do it the short and simple way by using the scoring system employed in a track meet. However, in international skiing as developed in Europe, I discovered in doing some reading, the emphasis was not on training specialists but on having a *team*, and therefore you might have one good specialist but if you had four men on the team, your other three men had to be better than anybody else's other three men in order to win. It should be based on the *team* score rather than on individual points. And therefore I got to the point where I saw this could be done mathematically without a great deal of trouble and I fought with, and proceeded to get the support of, a number of ski coaches at that time and we instituted the thing here at Middlebury, and things took hold and I did enough educating of others so that with my counterpart at Dartmouth, who was also professor of physics over there, we got the region's scorers to accept this team-scoring system, althought I understand it's in some jeopardy now, because the Westerners would like to go back to the track-team type of scoring. I've fought with the University of Denver over this for a good many years!

Q: What are the salient features of your scoring system?

W: Basically what we do is this: in any one event we take the best three men, in order of finish, from whatever schools they come. And we use the sum of their three times as a base. And then we compare the combined times of the three best men out of Middlebury's four with that base. If Middlebury happened to take first, second, and third in an event, they would get the hundred points, but they have to take the *three*. Therefore we compare the best three men from each team competing, with the best three men in the event. And then you can derive the best *team* score. This meant that to have a good downhill team, it didn't mean a thing unless you had at least three good men to put in there. If you had one shark, he could pick up some points on the track-team basis, but if you didn't have two others that were also pretty damn good, your team wasn't in the running. Therefore, this was an effort to develop teams—to expand your breadth of base. This meant that you couldn't go out and recruit one, or two, or three specialists and dominate the skiing world. You had to have *breadth*. This was the philosophy back of my wanting to push this method of scoring.

The VULNERABLE: Risk and Courage

By President James I. Armstrong

When Charles Beard, that prolific writer of history, was asked toward the end of his life if he could summarize the lessons of history in a short book, he replied that he could do better than that; he could summarize the lessons of history in four sentences: "Whom the gods would destroy, they first make mad with power." "The mills of God grind slowly, but they grind exceedingly small." "The bee fertilizes the flower it robs." And, "When it is dark enough, you can see the stars."

These sentences are all familiar to you, and you may recall that I cited the last at the Memorial Service on 5 May in this chapel. Ever since that evening I have been thinking about what seems to me to be one of the stars which we can see out of the darkness of that event—and out of the other concerns which so distress us, both as members of the academic community and as citizens of the world. We share this Baccalaureate Sunday within a stern, indeed a fearsome, context and the very darkness of the context makes one light more visible, more immediately and vibrantly available in our own experience. I refer to the value of risk, both for colleges and for individuals.

I can enter this subject best, I think, through the window of fairy tale—a story attributed to Hans Christian Andersen by Alexander Gerschenkron, the economic historian. I have to confess that the most strenuous efforts of Middlebury's folklorist fail to authenticate that attribution, but the tale, "The Most Unbelievable Thing," runs as follows: "A king once offered the hand of his daughter, the princess, to the man who could do the most unbelievable thing in the arts. There was great competition. At last it was decided that the most unbelievable thing among entries was a combined clock and calendar of ingenious design and surpassing beauty. . . . All assembled were agreed that this clock was without question the most unbelievable thing and that the hand of the princess must be given to the clock's handsome creator. But as judgment was about to be pronounced, a . . . competitor appeared, sledgehammer in hand. With a single blow

The Baccalaureate address delivered on Sunday, May 31st, in Mead Chapel is presented, here, in slightly abbreviated form.

The President of Middlebury College with Senator Aiken at 1970 Commencement exercises.

he destroyed forever the marvelous clock. And everybody said, Why, to destroy so beautiful a thing, this is surely the most unbelievable thing of all! And that was how the judges had to judge." [1]

You see the analogy: the most unbelievable thing is not the delicate, fragile, and beautiful institution which we call a college, but that men might willfully destroy it.

Middlebury College has not seen the massive and tragic disruptions that have convulsed or halted great institutions of learning. Yet we have had together enough experience in recent years to feel deeply our vulnerability.

Why not batten down the hatches? Why not bar the doors? What is so shocking about the notion of a campus posted with police? We may instinctively recoil, but why?

Essentially it is, I think, that police represent force,

[1] *New York Times Book Review*—April 5, 1970.

and the purposes for which a college exists are not to be gained by force. You cannot compel learning; you cannot compel by force what men think. Socrates refused to stop listening to his conscience, to stop teaching; Sir Thomas More would not be coerced into saying what he did not believe; and Martin Luther King knew you could not change hearts by force. When an institution must guard itself by force, the ends give way to means. Should *anyone* or any group try to impose his beliefs—however laudable—on another by force, everyone is the loser. You will remember that Hitler was a "law-and-order candidate," ready to impose his beliefs, ready to shut down the universities.

Students, faculty, or staff with deep concerns for conservation, for peace, for the college's role in society may become so possessed by the righteous rightness of their cause—the ends are so obviously good, so unexceptionable—that the ends may seem to them to justify any means. This is truly frightening, both within and without the academic community. It can

Doctor of Civil Law

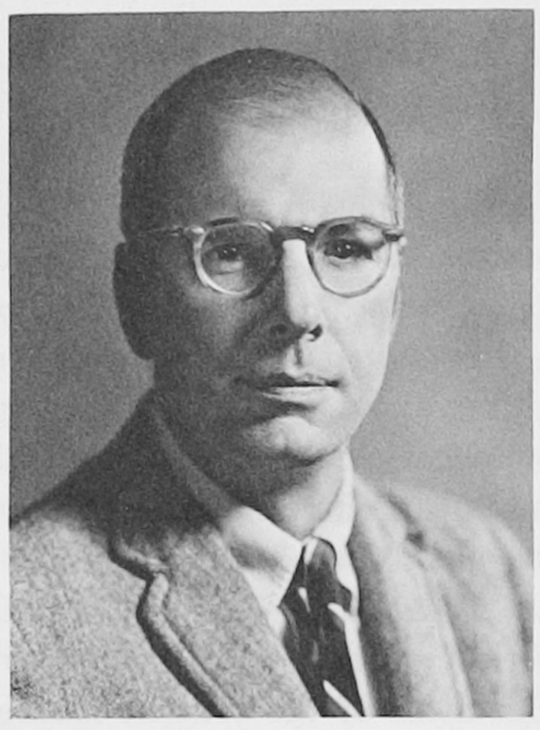
GEORGE DAVID AIKEN

Born in Dummerston, Vermont in 1892, Senator Aiken turned his attention first to farming and later to politics. He helped organize the Windham County Farm Bureau at the age of 21 and became its president in 1935. Senator Aiken became a town representative from 1931 to 1935, was Speaker of the Vermont House from 1933-1935, Lieutenant Governor from 1935-1937, and Governor from 1937-1941. First elected to the U.S. Senate in 1940, in thirty years Senator Aiken has served on numerous committees, many as chairman: the Committee on Education and Labor, Agriculture and Forestry, Foreign Relations, Atomic Energy, and Aeronautical and Space Sciences. His major legislative interests include the conservation of natural resources, protection of civil liberties and the rights of minority groups, and international cooperation. Among bills he has sponsored are the Federal Aid to Education Bill, Mental Health Act, Vocational Training Act, and the G.I. Bill of Rights. He was appointed by Pres. Eisenhower as U.S. Representative to the U.N. General Assembly in 1960, by Pres. Kennedy as a member of the U.S. Delegation to Moscow to sign the Nuclear Test Ban Treaty, and by Pres. Johnson as an Advisor to the U.S. Delegation at the U.N. Outer Space Committee meeting in Geneva in 1966. Among many honors, he has received the Congressional Distinguished Service Award of the American Political Science Association.

Doctor of Letters

HELEN HAZARD BACON

A Californian by birth, Dr. Bacon has spent much of her life at colleges in the East. She was graduated, magna cum laude, from Bryn Mawr College in 1940. She did graduate work in Greek and Latin at the University of California at Berkeley and at Radcliffe College and received her Ph.D. from Bryn Mawr in 1955. From 1952 to 1953, Dr. Bacon was a Fulbright fellow at the American School of Classical Studies in Athens. She spent three years with the Navy during World War II completing her service as a Lieutenant in 1945. Following the War, Dr. Bacon taught at Bryn Mawr from 1946 to 1949, at Woman's College, Greensboro, N.C., and at Smith College. She is currently Professor of Greek and Latin at Barnard College, Chairman of the Department, and a teacher of graduate courses at Columbia. In 1966 and 1968, she was a member of the faculty of the Bread Loaf School of English, teaching graduate courses in classical literature. Author of Barbarians in Greek Tragedy and a verse translation of Aeschylus' Seven Against Thebes, among her contributions to scholarly journals is "Woman's Two Faces: Sophocles' View of Woman's Relations to the Tragedy of Oedipus and his Family." She held the A.A.U.W. Founder's Fellowship from 1963 to 1964 and was a Scholar in Residence at the American Academy in Rome from 1968 to 1969.



Doctor of Science

JOHN TYLER BONNER

Dr. Bonner, George M. Moffett Professor of Biology and Chairman of the Department at Princeton, is a native of New York City. A graduate of Phillips Exeter and Harvard, Dr. Bonner received his Master's in 1942 and his Ph.D. in 1947, both from Harvard University. With the Army Air Force during World War II, he was Chief of the Biological Specialties Unit of the Aero Medical Laboratory at Wright Field. He joined the Princeton faculty in 1947. In 1953, Dr. Bonner devoted seven months in Paris to the study of protozoa on a Rockefeller Foundation Fellowship. He was invited in 1957 to deliver a series of special lectures at University College, London and the following year continued his work on slime molds at the University of Edinburgh as a Guggenheim Fellow. A frequent contributor to learned journals, Dr. Bonner is the author of Morphogenesis: An Essay on Development, Evolution of Development, and Size and Cycle: An Essay on the Structure of Biology, and was Associate Editor of the American Scientist from 1961 to 1969. He is also an editorial advisor and a trustee of the Princeton University Press.

produce a response in kind. Listen to an excerpt from a recent letter received by a college president: "As one of the so-called 'silent majority,' I promise you that there is growing a frustration amongst people like me so large that we will shortly tolerate these actions no longer. Many of us have excellent training in the art of violence and if college administrations and law enforcement agencies will do nothing but accede to these unreasonable practitioners of everything despicable, then our patience also will end and we will teach them the lesson of violence at a level of higher education." The rhetoric escalates, and so does the threat of violence. And violence breeds violence.

Now the risk to which I referred becomes clearer—and so does the necessity for taking that risk and remaining vulnerable. Of all the institutions men have created, the college and the university are the most nearly defenseless and that, we know, is what they must be. Their goals—the discovery of truth and the free flow of ideas—require that they be open. The

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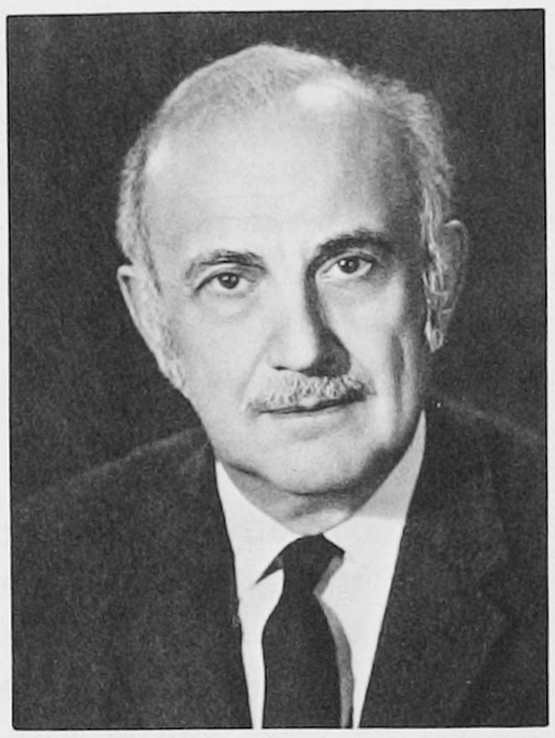
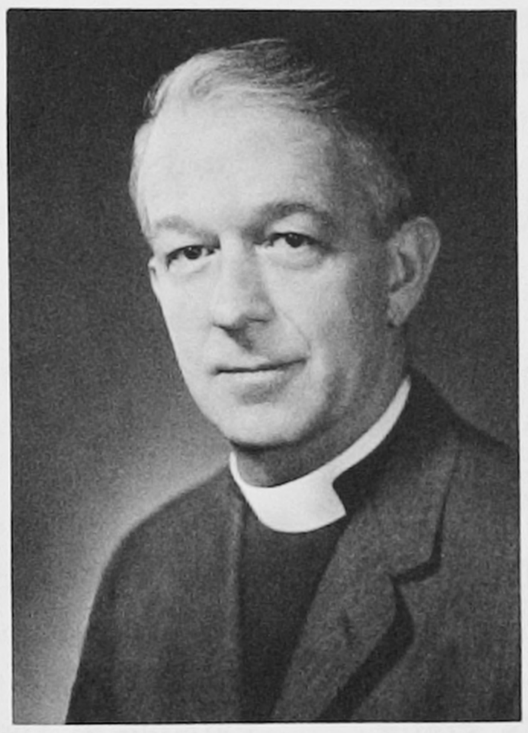


Doctor of Science

ARTHUR HAGOP BULBULIAN

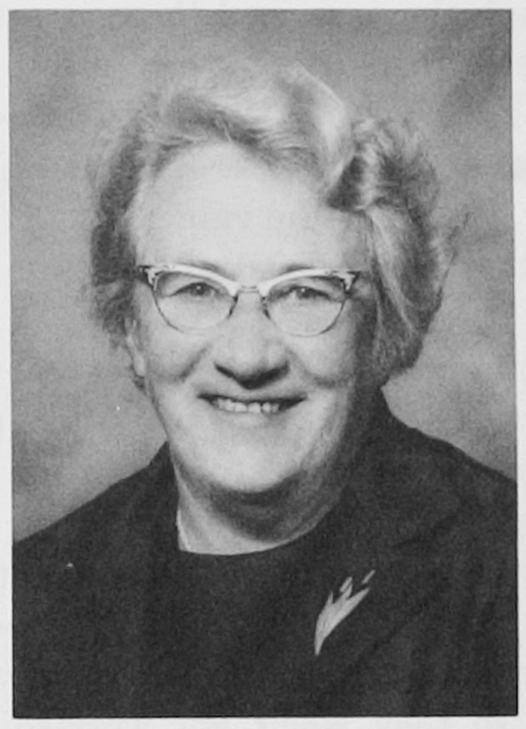
Coming to the United States in 1920 from his native Turkey, Dr. Bulbulian graduated from Middlebury College in 1925, majoring in biology. While working toward his M.S. degree he taught embryology and histology at Middlebury before becoming an assistant in comparative anatomy at Brown University. In 1927 he joined the Museum of Natural History at Iowa State as assistant to the director. Four years later, Dr. Bulbulian received his D.D.S. degree from the University of Minnesota, and since 1935 has served as director of the Mayo Medical Museum of Hygiene and Medicine. The author of "Facial Prosthesis" (1945), Dr. Bulbulian devised the BLB nasal and pronasal mask for the breathing of oxygen at high altitudes. Modifying this mask, Dr. Bulbulian developed the A-14 oxygen mask for use in World War II. Among numerous scientific exhibits he has prepared, he won the Billing's Gold Medal at the 1964 meeting of the American Medical Association for an exhibit on "Maxillo-facial Prosthetics: Its Origin and Present Status." In 1960, one year after his appointment as assistant professor of medical education in the Mayo Graduate School of Medicine, Dr. Bulbulian received the award of Merit from the American Association of Inhalation Therapists for his contribution to the field of inhalation therapy.



Doctor of Divinity

JAMES BOWEN COBURN

A native of Danbury, Connecticut and a 1936 graduate of Princeton with High Honors in Politics, Dr. Coburn joined the faculty of Robert College in Istanbul as a teacher of English and biology. In 1939, he entered Union Theological Seminary, receiving the degree of Bachelor of Divinity, cum laude, in 1942. In 1944 and '45, he served as Chaplain on board the USS Sheridan in the Pacific. Following World War II, Dr. Coburn became the Rector of Grace Church in Amherst while serving as Chaplain of Amherst College for seven years. From 1953 to 1957, he was Dean of Trinity Cathedral in Newark; in 1957, he became Dean of the Episcopal Theological School in Cambridge, Massachusetts, and in 1969 Rector of St. James' Church in New York City. He served as a member of the Faith and Order Commission of the World Council of Churches, a Delegate to the General Convention of the Protestant Episcopal Church in 1955, 1961, 1964 and 1967, and President of the House of Deputies at the Protestant Episcopal Church Convention from 1967 to 1970. He is the author of Prayer and Personal Religion and Minister: Man-in-the-Middle.



Doctor of Humane Letters

ELIZABETH BAKER KELLY

"In eighty-seven years of co-education at Middlebury, she ranks with few peers among the women who have daily shaped the spirit and direction of this College. Montana belle, wild west librarian, Mount Holyoke graduate, Girl Scout leader, Red Cross social worker in a New Guinea psychiatric ward, she was richly trained to be Dean of Women. For more than two decades on this campus her resilient spirit and physical stamina triumphed with composure and good humor over chapel cuts, dress code, parietal hours, fraternity parties and reconstituted student governments; Pogo-wise she faced them all as insurmountable opportunities. With her joyous freedom and feminine independence, she needs neither Adam's rib nor Women's Lib for her creative expression. With hard-headed practicality, soft-hearted affection, and adroit diplomatic skill she counseled students, colleagues, presidents, trustees, and parents who discovered that in her wise presence: 'We dance around in a ring and suppose. But the secret sits in the middle and knows.' Her uncomfortably prodigious memory, her tolerant forgiveness of frailty and folly, her genial, endless hospitality, and her reassuring trust in youth are her lasting gift to generations of Middlebury graduates. Middlebury College honors in gratitude the affectionate devotion of a virtuous woman whose price is far above rubies: 'She openeth her mouth with wisdom; and in her tongue is the law of kindness. Strength and honor are her clothing; and she shall rejoice in time to come.' "—*from Degree citation.*

metaphor of the armed camp is utterly alien to them.

But it takes courage—the companion of risk—to make a community without barriers, escarpments, fortresses, police surveillance. For the heart of an embattled man throws up defenses which narrow or terminate the possibility of communication and understanding and new knowledge. With E. M. Forster,[2] "I believe in aristocracy—if that is the right word, and if a democrat may use it. Not an aristocracy of power, based upon rank and influence, but an aristocracy of the *sensitive*, the *considerate*, and the *plucky*. Its members are to be found in all nations and classes, and all through the ages, and there is a secret understanding between them when they meet. They represent the true human tradition, the one permanent victory of our queer race over cruelty and chaos." In our terms, today, these are the vulnerable, and in their very openness they find their strength.

A tiny event during our extraordinary session symbolizes the openness of our community and the essence of our way—a note found on my desk, written in my younger daughter's hand:

"Dear Dad or Mom, A student came for Dad and thought it very important that the faculty come up to the campus and talk, and know what is going on up there so they won't get worried about what's going on. By the way she was with a young man friend of hers named Bob someone. It began with L. Love you much." "Come up to the campus and talk"—and it *was* important, and they did.

As archy, Don Marquis' cockroach, said, "I suppose the human race is doing the best it can but hells bells thats only an explanation its not an excuse." And it may only be an explanation of the human condition that I find the same necessity and positive value for risk in the individual as in institutions of higher learning.

For years, in teaching that great poem of war, the *Iliad*, I always sought to eradicate what every student seems to know about Achilles—that he was invulnerable except in the heel. Homer does not know or never uses that feature of the Achilles legend, because to do so would be to remove the hero from that deep bond we all have one with another—our vulnerability. For without that, there could be no risk and no courage. This is powerfully summarized by one of the most generous-hearted of the heroes, Sarpedon, King of the Lycians: "Man, supposing you and I, escaping this battle would be able to live forever, ageless, immortal, so neither would I myself go on fighting in the foremost nor would I urge you into the fighting where men win glory. But now, seeing that the spirits of death stand close about us in their thousands, and no man can turn aside nor escape them, let us go on and win glory for ourselves, or yield it to others."

In this heroic context the immediate values are those of the warrior, but beyond this is the recognition both of our mortality and the importance of personal commitment to values—and that each such commitment is a risk. At the back of every commitment to pluck, considerateness, and sensitivity, there lives something hard and demanding, and the price may be loss and pain. Sophocles' Antigone was one of the plucky, committed to her brothers and family against the inflexible authority of the State. (She was born, she said, to love, not hate.) The price she paid for her commitment was her life.

In his funeral oration over the dead in the first year of the Peloponnesian war, Pericles sums up the highest ideals of that brilliant Athenian civilization in the middle years of the fifth century: "We are capable at the same time of taking risks and of estimating them beforehand. Others are brave out of ignorance and, when they stop to think, they begin to fear. But the man who can most truly be accounted brave is he who knows the meaning of what is sweet in life and of what is terrible, and then goes out undeterred to meet what is to come." There is no denying the fact of force and violence, nor are we likely to rid the world of it by wishing or talking. There are times, however, when force is diminished and almost like the spore, quiescent. Those are the moments to cherish; those we try to lengthen. For those times are hospitable to new ideas, to discovery, and to art.

New ideas and concepts of human values are, by their very nature, born among us in sufficient agony, but they will never see the light of day if we, their advocates, retreat into narrow keeps. For we shall find that the very thing we set out to protect has fled. As with E. M. Forster's aristocracy of the plucky, the sensitive, the considerate, when "Authority, seeking their value, has tried to net them. . . . they slip through the net and are gone; when the door is shut, they are no longer in the room; their temple . . . is the Holiness of the Heart's Affection, and their kingdom, though they never possess it, is the wide-open world."

[2] In *Two Cheers for Democracy*, p. 73-74. I am indebted to Forster not only for this quotation but also more generally for the perceptive thought of his essay on Belief.

The gentleman and scholar with the longest service to Middlebury of anyone in its 171-year history will retire next month. He has taught or has directed educational programs at this College for 45 years.

Dr. Freeman Recalls 45 Years of College History and Language Growth at Middlebury

Forecasts Electronics-aided Total-immersion Learning in this Decade

Dr. Freeman joined the Middlebury faculty in 1925 at age 27, after two years as instructor of French at Brown. He immediately was named Dean of the French School, which was about to move into its palatial new home, the Château.

The French department had just passed through a time-of-troubles in which all four members of the department had resigned. In 1925 the French school, with a class enrollment of 250 and a faculty of four, was an unexceptional department within a small, regional college that was little known outside of New England. As Dr. Freeman leaves Middlebury in 1970, the College enjoys an international reputation for the excellence of its language programs and rejoices in the daily use of perhaps the finest foreign-language teaching facility in this hemisphere if not the world—the Sunderland Language Center and its Freeman Language Laboratory. That reputation and this facility realize the aspirations of many men, of course, but to no man is more credit due than to the persistent hard work, intelligence, and statesmanship of Stephen A. Freeman.

In 1925 when young Dr. Freeman came up to Vermont, Bruno Schmidt also joined the faculty to teach geology and Douglas Beers to teach English; Burt Hazeltine had joined the math department the previous year and John Bowker would join it the following year. Perley Perkins had been teaching English, here, for two years; Paul Moody had been president for four years, Samuel Stratton had just begun graduate work at Harvard Business School, and James Armstrong had just entered the first grade in Princeton, New Jersey. Middlebury's enrollment was 586 students (of whom 200 were Vermonters), tuition was $200 per year, and room and board cost an average of $340.

In a recent conversation with Dr. Freeman in his comfortable office in Sunderland, we talked about those 45 years at Middlebury and the changes they have brought. We began by asking what he recalled of previous presidents of the College, starting with President-emeritus John Thomas '90:

> Dr. Freeman: I knew President John Thomas quite well, but not while he was here at Middlebury. He went first to Penn State and then to Rutgers,

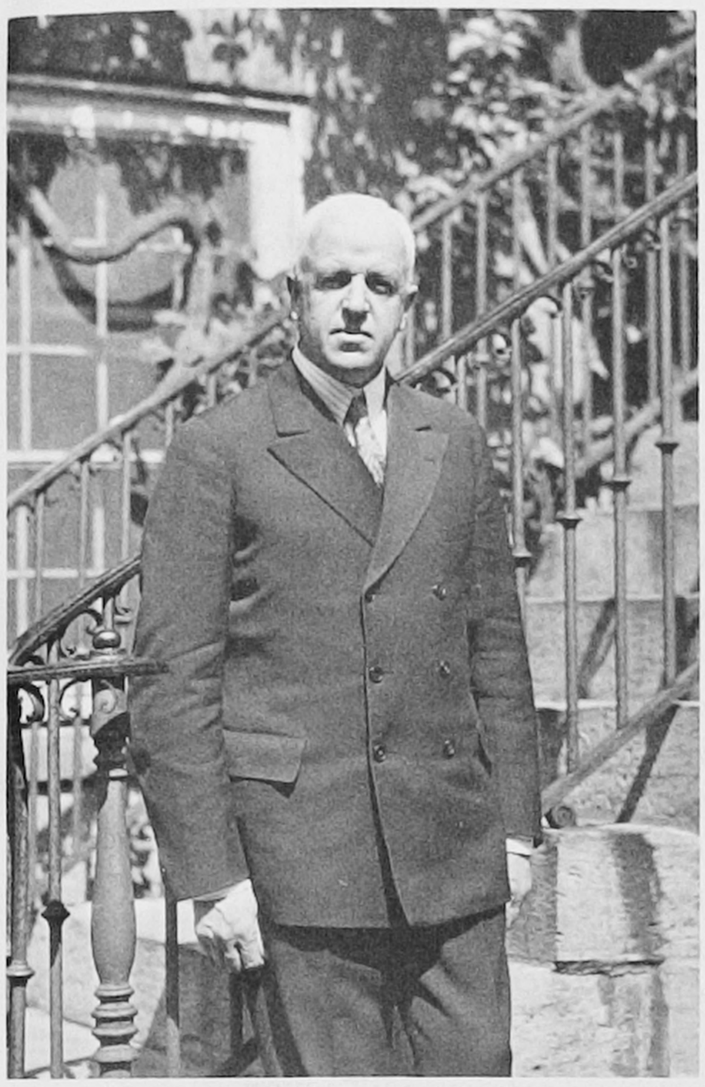
and then he came back to Vermont and was president of the National Life Insurance Company for a time. He had come here from a large church in New Jersey and so by profession he was a minister, and he had a magnificent voice! Miss Ross, who was dean of women at the time, used to say that she would enjoy President Thomas' speaking in chapel even if he did nothing but read the alphabet. Because he had such a wonderful voice. (And many years later, of course, she married him.) He had a very fine, commanding and noble platform presence. Well, I didn't know him, as I say, while he was here at Middlebury. But after he came back to Vermont, and while he was president of Norwich, and then particularly after his retirement when he settled down on his farm in Mendon—from then on he was frequently concerned either with Middlebury alumni gatherings or he would come up sometimes to speak to alumni groups or he was very much involved in educational matters in the state and was frequently consulted. And so I had an opportunity to talk with him frequently and even serve on some committees and other functions with him. I got quite well-acquainted with him, and I liked him very much indeed. He was very warm, very genial, an excellent administrator, very ambitious for the College when he was here, and ambitious for the College even after he left.

He was a great builder, as you know. President Brainerd laid the foundations of academic excellence on which base President Thomas proceeded to raise the funds from Hepburn and others and built the buildings. And it was his dynamic organizational and fund-getting ability that really put the College on the map as a flourishing institution—on the basis as I say, of the very great contribution that President Brainerd had made in setting up academic standards, getting a high type of student, and gathering the faculty together.

Q: What kind of a personality was Thomas's? Did he strike you as basically a sort of hard-shelled executive type or what?

F: No, I would say that he was the commanding type. "Dominating" is perhaps a little strong, but I don't mean by that "domineering." He was a strong leader, welcomed ideas from other people, was very good in consultation, but he was not the world's best committeeman; he rather would consult, get ideas, and then he would seize them in his big hand and push forward. But he was not hard at all; he was a very warm personality but I would say a dynamic, not executive but rather "leadership," type with his commanding figure. He was a big man, and with his big voice quite overwhelmed the small kids on campus.

Q: You served for 18 years under President



From left: President-emeritus John Thomas '90; Dr. Thomas listens as Pres. Moody dedicates Mother Mason's Garden as memorial on Baccalaureate Sunday, 1938; Paul Moody on a summer morning during the Depression; in his 17th year as president, Dr. Moody breaks ground for Gifford Hall in Fall of 1939 (note saddle shoes). Above, Stephen Freeman 1942 was Acting President of the College.

Paul Moody and for 20 years under Samuel Stratton. Very few are on campus, these days, who recall President Moody: What kind of an administrator was he? What was his managerial style? And what kind of person was he?

F: He was a very interesting and a very warm individual. I think I can say that we all were very fond of President Moody as a person. He was the kind that went to your heart to a very great extent. His managerial style was very personal. He made people, as persons, the focal point of his concern. To him they were not numbers or cogs, by any means. And he judged people, very largely, by their personal style and by their personality; even perhaps, to some extent more than he should have. Some people who were not particularly good teachers were successful on the campus because they were warm personalities . . . or interesting personalities.

Remember, too, that the College was very small at that time. There were less than 600 students and less than 50 faculty. So that he could become personally and closely . . . humanly . . . acquainted with all the faculty and with a very large percentage of the students. (At that time, when you crossed the campus, everyone would say "hi" to everyone else.) So that at that time the governance of the College was personal. The President saw everybody: it wasn't a question of dividing into departments and then proceeding through a dean or the head of a department and then through a head of division. President Moody knew the persons in my French department well and tended to form his own opinions of them, not through me, but through direct contact, and he did the same with the other people.

There was nobody that did any hiring or firing for him. So that he himself, personally, was responsible for everything that went on on the campus. And he did it across his own desk and with a personal knowledge of everything that went on. He set the salaries, he set the budgets. The treasurer of the College, John Fletcher, and Jay Fritz, the business manager of the College, used to have long discussions about the total budget but they never interfered with the individual salaries of faculty members nor even set budgets for departments. That was very largely done by President Moody. He wanted to be personally involved, and he did get very much involved . . . to the extent that when something unfortunate happened he personally was involved in the fracas. And that happened once or twice.

Q: Did he also lead daily chapel?

F: He led daily chapel, regularly, practically every day. Once in a while he'd call on some member of the faculty, but we had no chaplain. He *was* the chaplain. Remember also that he was an ordained minister himself, and that's a very significant point. Subject to correction, I think

all of the presidents of the College through Moody, were ordained ministers. And they were chosen partly because they *were* ordained ministers, because it was felt that only an ordained minister could be president of this kind of educational institution. The first occasion that I had to be acting president of the College was when President Moody went into the Chaplaincy in the second World War in '40-'41. At that time he was acting as an ordained minister would in response to the call of the government that needed chaplains early in the war. And so with very little hesitation—he felt that the College could run all right without him; many of the students were being drafted—he felt that his place was in the Chaplaincy of the Army. And so he stayed with it until they were able to recruit more chaplains. The Trustees set up this three-man committee, of which I was the chairman, to run the College. In a rather difficult day, of course, because that was at a time when the enrollments were heading down.

Q: By contrast, what sort of an administrator, and man, was Dr. Stratton?

F: President Stratton was a business man, and he was brought in primarily because he *was* a business man and because his background was economics. He was professor of economics, as you know, at Harvard, and he had had very valuable training in the economic administration of the federal government; he was a world authority on iron and steel manufacturing and pricing. And his contacts with the federal government were very salutary in bringing first the Navy V-12 unit, and then the ROTC to the campus. But President Stratton's forte, even though he was very much interested in educational theory, as well, was in bringing the College budget and finances to a business-like basis rather than the personal basis that they had always operated on under President Moody. And he worked very long and hard with the financial agents of the College and with the Trustees in—well, first of all, in raising the endowment because the endowment was very small; we had some gifts but nothing special. But one of President Stratton's first acts after the war problems were solved was to start work on the endowment. That did prosper, and then, of course, also on beginning to get big gifts and the buildings. And it was through his agency that we got a number of very large legacies, particularly that from the Wilks estate.

But I think that I can say that President Stratton also was an excellent organizer. It was under his government that the faculty grew considerably, because our enrollment went to 1200 and stayed there after the War, after '45 when the men came back and the women's enrollment had increased. You see we raised the women's enrollment fast to make up for the loss of the men and then the men came back, so we went up to 1200, and it gradually crept up from then on. President Stratton, of course, found immediately that it was necessary to organize, because he couldn't see all 75 or 80 faculty members, and particularly because we had 27 different departments. He immediately recognized that he not only couldn't be personally acquainted with all the faculty but it was even too onerous to work closely with each department head. So it was his idea of dividing it into the four divisions, and establishing a division head for each one. It didn't always work as effectively as he wished because sometimes the faculty members would go over the head of the division and bring their problems to him—that had to happen. But the dividing of responsibility, the delegating of responsibility, and the addition of more administrative heads in various places I think was largely President Stratton's work. For instance, there had never been a vice president before to my knowledge, and it was his idea that I could be of help to him.

President Moody had been the director of the Summer Session. He had run Bread Loaf from his own desk, working, of course, with Harry Owen and other heads of the school. Curiously enough I was appointed the assistant director of the Language Schools on campus back somewhere in the early '30s, and that appointment lasted for three or four years under President Moody. And then it disappeared again: he felt that he didn't need an assistant director; he could run it directly, himself. So then, a little to my surprise, I found one day that I was no longer assistant director. That didn't bother me too much; I had plenty to do.

But it was President Stratton's idea that there should be a director of the Language Schools. I was appointed in 1946 first as the director of the Foreign Language Schools and then within a year he added the Bread Loaf School of English and the Bread Loaf Writers' Conference. From then on, he gave it over to me completely. And I will say, to the great credit of Dr. Stratton, when he delegated responsibility to somebody that he felt he could trust, he washed his hands of it, except for major policy decisions which, of course, I took to him. But President Stratton never interfered with anything connected with the Language Schools. He left it completely to me. He gave me a free hand.

Q: This increasingly finely articulated organization of the College that you refer to that Dr. Stratton introduced, did this occur shortly after the War,

in the late '40s? For instance the four divisions of the College?

F: Yes, I would want to check dates but it's my memory that the division of the Faculty into divisions with sub-headings of departments and the appointing of division heads took place very shortly after he came.

Q: There had been chairmen of departments before he came, presumably.

F: Oh yes, there were chairmen of departments and President Moody worked with them, of course. I don't mean to say that he didn't. But

he always kept a very close tie with every individual member of the Faculty. And with a smaller faculty he could do that. President Stratton felt that that was unwise and unnecessary.

Q: The departmental chairmen under Moody didn't even hire their own men? They probably were consulted?

F: Yes, they were consulted, usually, but I would say that the actual hiring was done by President Moody after nomination and consultation with the department head. I think I can say he never left a department head free to pick his own men and negotiate with them.

Q: How would you compare the professional attitudes of the Faculty in the '20s and '30s with the Faculty in recent years? Did they feel a greater sense of power in those days in managing the affairs of the College? Was there, perhaps, less mobility from college to college and thus a stronger feeling of local loyalty? And, from the President's point of view was the Faculty, then, more "fractious"—did they have the bit in their teeth more—in those days than in recent times?

F: Well, that's an interesting bunch of questions. Let me say that there was far less mobility; and the faculty in those days—I'm speaking in general terms, of course—tended to think more of their loyalty to the College, and even to some extent (harking back to what I was saying a while ago) their personal loyalty to President Moody, which was quite great. Many of the older faculty, I'm not speaking of the young instructors who had been there only a year or two, but many of the older faculty had a tremendous personal loyalty to President Moody, himself. Because of his warm, genial personality and his sharing in everything that they did. And I'll add that Mrs. Moody was a wonderful president's wife: if a faculty wife was having a baby or was ill for some reason, and if the family got into difficulties, or if a child was sick, Mrs. Moody was usually on the doorstep within 48 hours with an offer of help of some kind. She could do it, of course, because there were so few; but she was a minister's wife to the College community.

Now I would say that there was less mobility; there was centainly more loyalty to the College among all the faculty—to the College as an institution—than there is now. I see that very strongly. Nowadays, the faculty have their loyalty much more to the discipline, to their training, to their particular academic or professional projects. And to their department, not as a department of Middlebury, but as a department of a certain discipline, whether it's chemistry or history or whatnot. The faculty at that time had, I would say, much less responsibility for the organizational work of the College. We had faculty meetings regularly and issues were discussed, sometimes violently, but they were academic, instructional matters for the most part, rather than organizational matters. Well, for instance, the College didn't have very many College houses at the time—it was a poor college and they had very little money to put into it—but problems of College housing, if any, were handled directly by the president, with possible consultation with the business manager. They had no Committee on Faculty Housing and no Committee on Fringe Benefits. They had no Senior Faculty Council or Junior Faculty Council. There was none. That was the invention of President Stratton to handle problems of the fractious faculty that developed after he came. Many of the faculty committees that we have now didn't exist. (We always felt at that time that we had too many committees but it was nothing like what there is now.) When problems of instructional concern came up, President Moody had his say, of course, but he left matters of instruction largely to the Faculty. And they decided it after long wranglings as they do now. For instance, perhaps you remember I spoke in that other article* of my proposal—rash youth, I'd been here only three years—I

*News Letter, Autumn 1963

proposed that it would tighten the programs of the major if we had comprehensive examinations. And the Faculty argued it long and finally, after a year or so, turned it down by a definite vote. So at the next meeting I got up and asked if I could have special privilege to introduce it in the French department. And they talked that over for a while and said, "Well, go to it, young man, at your own risk and peril. You'll lose all your majors!" But as a matter of fact the following year I had more majors than ever, and two years later in 1933 the Faculty came around and decided that perhaps comprehensive examinations would be a good thing. But President Moody didn't intervene in that at all. That was a prerogative of the Faculty.

Were they more fractious? Perhaps, when they got the bit in their teeth. I remember occasions when President Moody said, "Gentlemen, it's half past five. We've been meeting for an hour. No good decision was ever made after an hour of a faculty meeting. The meeting is now hereby adjourned." And, of course, they didn't like that one bit but the meeting *was* adjourned.

Q: What remembrances of Dean Ross do you have? She seems like such an imperious figure in that portrait of her.

F: Yes, well the portrait doesn't do her full justice. Because I have very fine memories, very warm memories, very happy memories, of Dean Ross. She was a wonderful executive, in the first place, because she organized meticulously. She had the genius for keeping everything in apple-pie shape. She had the intellect of a grammarian—she had taught Latin, as you know, before she came here—she was a Latin teacher and her mind was organized like a Latin grammar. She was stately, statuesque, lovely to look at, but no one that you would ever think of calling "Eleanor." She was "Miss Ross" to everybody. And she kept that distance—I think somewhat intentionally. She sat behind the desk as a person who was in complete possession of herself and of everything that concerned her, and you were made to feel that nothing could ruffle her. I very rarely saw her irritated, very rarely. But she spoke with the power of an oracle. And yet, you—I did at least—respected her tremendously. For her ability, for her devotion—her meticulous devotion to everything that concerned the College, for her sense of discipline over herself as well as her students and everybody else.

And I think that without ever letting me know, I think in retrospect that she warmed up to me considerably as a youngster arriving on campus and moving into the senior councils of the Faculty without having the age or the grey hair that should go along with it. But she gave me a great deal of confidence. My closest dealings with her, and some of those concerns that raised the most problems, were in connection with the administration of the Château. Because you see the Château was built in '25 when I came; I saw it before it was finished. And then we immediately started to fill it with 49 girls and there was no tradition for a French house of that size on the campus. The French house before that had been the Park Apartments down in town, where they'd housed some fifteen girls, perhaps. This new project of having a Château with French residents and with 49 girls who pledge themselves to speak only French all the time while they were in the house, raised a lot of problems. And, of course, looking at it from the point of view of present-day undergraduate behavior, I wonder that we got away with it as well as we did. But there were occasional escapades of girls slipping out the back door and coming in through the window late at night. Or of girls that finally decided that they couldn't brook the discipline of the French language, or who hated the Châtelaine (the house director) or something or other; and that problem was immediately laid on Miss Ross's desk. And so, both in the selection of students, and the discipline of students, and in all of the ongoings of the Château, Miss Ross took a very great interest and a very great share, and backed us up completely in supporting the ideals of the Château. There were many problems that we had to iron out together, and that gave me an opportunity to know her quite well, and as I say, to admire tremendously her logical mind and her many abilities. I consider her the real architect of our women's college.

Q: Now you were Dean of the French School as early as 1925, and for 45 years since then you've devoted your entire professional life to advancing the teaching of foreign languages, both here and throughout the United States: How would you compare the "state-of-the-art" of language teaching in 1925 with today? And what are the principal advances that have occurred?

F: That's a large question. In 1925 there was general acceptance of the idea that modern foreign languages could and should be taught by a grammar-translation method with reading materials in the foreign literatures largely discussed in English—perhaps not translated, but certainly discussed in English. And that there was very little need or even possibility of learning to speak and understand the foreign language in the

classroom. There were a few groups—they called themselves variously the "direct method" or the "phonetics method" or the "oral method" or something of the sort but they were in a small minority—that believed while teaching in secondary school or in the early years at college, in spending time ("wasting time," as others said) on *talking* the language. That was widely considered to be futile and absurd.

Q: Were you a member of that group, then?

F: I was a member of the minority group and Middlebury was known for being a fighting minority. When I came to Middlebury it was known as a very small school that believed that teachers should be able to speak the foreign language and that was what the Summer Session was doing, you see. There was a certain amount of acceptance of the same dogma under Williamson DeVisme who was the founder of the French school, here. (I never knew him personally but I had great respect for the doctrine that he taught here at Middlebury.) And it was on that basis, on the basis that students could learn to speak the foreign language adequately in a classroom and that teachers, secondary school teachers and even college teachers, *should* be fluent in the language, that the French department and the other schools made their first impact. It was for that purpose that the Château was given to the College by Mrs. Frederika Proctor. So when I came here I inherited to some extent an already definite tradition which I agreed with completely, and I proceeded to put my shoulder to that wheel. Well, in the 1920's and early '30s, Professor Coleman in Chicago developed what he called "the reading method" and it swept the country, claiming that since students couldn't learn to speak and since the grammar-translation method gave no motivation, the best thing for students to do would be to read, and they should read voluminously. They should learn to read rapidly for approximate content. Of course he admitted immediately that the material read couldn't be discussed in the foreign language, so it should be discussed in English. But the objective was to teach students to read, and read much, and read for enjoyment, and read rapidly. But that, of course, was a knife at the throat of the idea that students could learn to speak. And so Middlebury had battles, aided in some other quarters, but generally we fought a rather lone battle against the reading method up through the '30s. There were all kinds of materials developed for the reading method. Then the Second World War came along and suddenly the U.S. Army discovered that in North Africa where they were planning to land, people spoke French. And they discovered that for the landings in Italy it would be useful to have a few men in the Army that talked Italian, and so on. And so the American Army headquarters suddenly issued a tremendous plea for modern language teachers to come and set up a program for teaching soldiers to talk by what then became dubbed as "the Army method." Well, the Army method was nothing more or less than the oral method adapted to the vocabulary of the Army. They talked about "getting to the railroad station" or "how do you get some food?" and that sort of thing; and for four years the Army method was the talk of the magazines, The Readers Digest, and all the rest. And then the soldiers came back from the war and they wanted to continue to talk French, and German, and Spanish, as they had learned overseas. From then on the oral method triumphed. Well, as a result of that, in the early '50s the Modern Language Association took the bull by the horns and proceeded to develop a national consciousness of the need for the American public to know foreign languages and to know how to speak them as well as to read them and to know the civilization and the culture. The leaders of the M.L.A.—and I was happy to be associated with them—organized the Foreign Language Program, and by and large in the '50s and early '60s the oral method swept the country. And we had the National Defense Education Act, the NDEA Fellowships, and the Summer Institutes.

Q: Do you see this oral approach as being firmly consolidated now in American higher education?

F: Let me say that it was pretty well consolidated until about two or three years ago. And now the pendulum is swinging again. The oral method went to extremes; I told them so, five or six years ago, and I told them so again at the Northeast conference when I made that speech on "Building Bridges." They insisted so much on the oral aspects and on mimicry memorization of oral patterns, that they tended to exclude too completely any intellectual content or anything worthwhile talking about. The first two years in high school and the first year in college were largely pattern-practice of stereotyped patterns which the student would memorize and then mimic and repeat and repeat and repeat. That's all right for a while, but it gets terribly boring and students, very naturally, have come to say, "Well, we can repeat those sentences, but if we want to say anything of our own we don't know how to branch out. And we've not learned vocabulary to talk about anything worthwhile." And the criticism is very valid. So that at the present time there is a strong reaction against the pure oral method in

terms of leaving the student a larger initiative to invent sentences of his own. And the linguists, particularly the generative linguists like Chomsky, have said that after students know a certain number of patterns they can create some of their own, and invent phrases. And they should be allowed to. And secondly, I have long objected to the exclusion of cultural and civilization materials from this pure oral method. I think that the students, once they have gotten an introduction to a language as oral communication, must have something worthwhile to talk about. And I think that is now being said pretty widely.

So I would say that as of this year, 1970, modern language teaching is in quite a period of flux. You still have the devotees of the pure oral method. At the same time you have a very large number of people who are objecting that we've squeezed out literature and culture, in the elementary years. I don't think that's happened at Middlebury; I don't think we have fallen into that error. Here at Middlebury we have long been able to discuss literature and civilization in the foreign language. We have developed courses in the foreign language which do that, and in the laboratory, as well, we use short-wave broadcasts of speeches that come from foreign countries or other cultural recordings and use them for patterns of discussion in class or in the lab very advantageously.

In our Winter-session classes, and in our Summer Session, we have gradually, over the last 15 years, seen the quality of the students that come to us—teachers, of course, or prospective teachers—improve rapidly. We have been able to get the cream of the crop and they have come to us ready to take courses in geography or science or history or music or art *in* the foreign language, and leave enriched in their personal culture and in the material that they give to their classes. But able to do it in the foreign language.

Q: Where do you see the profession of foreign language teaching going in this decade, then? What are the principal challenges left?

F: I see as the principal challenge the fact that our world is getting so small that there are no physical barriers left. The airplane and Telestar

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Q. Before completing your undergraduate work at Harvard, you did some Navy flying, is that right?

F. Yes, and of course, the older you get the more you like to reminisce on the things that you have done outside of the academic circles. This was at the end of my sophomore year. My Dad had taken me to an airplane meet in Squantum, outside of Boston, in 1911. And there I saw some of the early fliers, Beachey and the others. And I got the bug at that time for aviation. When I was just approaching 18, my sophomore year in college, the Navy opened up its enlistment for Naval aviation in the Naval Reserve. And so I volunteered, but I was underweight and they refused me, but two weeks later war was declared and they sent for me and I was in. I went to the first Navy flight training school at MIT in Cambridge; I'm still proud of having been "Flight A" in the Naval aviation. Then I went down to Norfolk, but the weather was bad and we couldn't get our wings and I had to go down to Pensacola. So I'm Naval aviator 1091 instead of Naval aviator 60-something as I should be but for the weather. But my profession caught up with me even then, and I taught flying, and some of the boys that I taught to fly at Pensacola went across and got subs. Then I came up to Rockaway, outside of New York, on patrol and convoy duty, and I did quite a lot of convoy work in the late summer, fall, and winter of 1917 and early '18.

Q. What type or make of plane were you training on?

F. The J-N4 pontoon plane. Biplanes with pontoons, or a small boat no bigger than this room. With the old Liberty 400 h.p. engines that conked out on us every once in a while. We patrolled and taught in the same type of plane. They were the Naval equivalent of the old Jennys, and of course we could stunt them—you could loop the loop without any difficulty. Flipper turns and that sort of thing were commonplace, because they were so light.

Q. Were they heavier though, and relatively underpowered in relation to the Army planes because of this pontoon?

F. Yes, they were heavier than the Army planes. And the engine to them was a problem. We had to be more careful than the Army did. On patrol we also flew the Curtiss flying boat.

Q. What was the radius of patrol out of Rockaway in those days?

F. Oh, not more than 300 miles. We had bombs under the wings that sometimes we could release and sometimes we couldn't. It was a mechanical release; we'd pull a wire and if it didn't go down we'd give it a push. And sometimes they'd go off and sometimes they wouldn't. One time the bomb bay in this particular plane was right at my side. The fuselage was about 30 inches wide and the bombs were on either side right at your hand, and you were supposed to pull a lever and that would set the little propeller in the nose spinning to arm it and then it would release it and when it hit the water it was supposed to go off. Well, I pulled the lever but the thing didn't go down, but the propeller was spinning around and it was armed and I was pretty sure that if I pushed it out of its socket it would go off immediately. Well I flew back to the hangar holding on to the bomb with one hand so that it wouldn't release. And landed and told the mechanic he'd better be careful because the thing was armed and ready to go off if it came out of the holder.

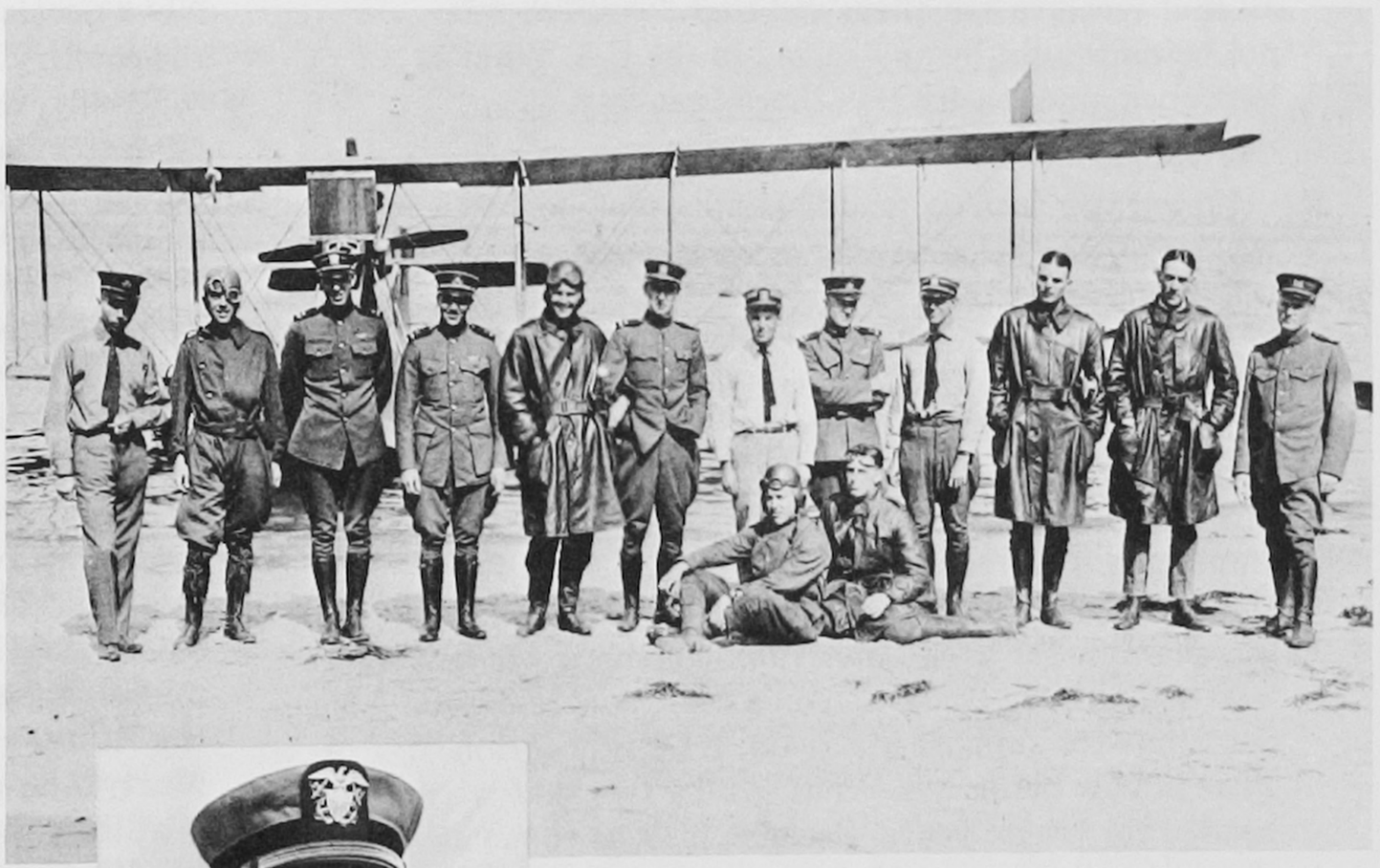
and the rest mean that we're as closely in contact with Germany and France or Japan as we were with Florida 40 years ago. This is a paradoxical situation that the world is getting smaller geographically but it's getting terribly larger and more complex from the point of view of contact. And we're in immediate contact now with the jungles and the rice paddies of South Vietnam. But what boy in school here five years ago thought that his life might depend on a knowledge of Vietnamese? We did the same thing in Korea. We sent boys to Korea without any knowledge of Korean and we could have prepared them if we'd known. But my thesis is that every youngster, bar none, should have the opportunity to learn some common foreign language—a second language, after he's learned English. For that matter, there are many of them—the Puerto Ricans in New York City or the Cajuns in Louisiana— that are now studying English as a foreign language. The idea of bilingualism is now being accepted by the federal government as one of the great challenges. Well, I think that if we could make every American aware that he is not inevitably monolingual and that with a certain amount of motivation and effort he can learn a second language, or foreign language, from then on he is ready to tackle a third, or a fourth, or a fifth, whenever the need arises. Because there is nobody who has no aptitude for a foreign language. That is another one of the great errors we must correct in the near future. All of us can speak English fluently. And that means that he has mastered the most difficult of the languages in the world, bar none. There are simply different kinds of aptitudes with respect to a language.

Q: Do you foresee any appreciable growth in the teaching of the so-called "exotic" languages in the next ten years? Or should there be?

F: I do foresee it and there should be. That is the reason why I pressed so hard for the introduction of Japanese this coming summer. And it's going well . . . we've had a tremendous response from all over the country. And I think on our desks right now we have more than 250 serious inquiries

Then another time I ran into a thunderstorm right off Cape May where I was patrolling, and the winds were so strong that I couldn't get back to the station before dark and of course we didn't have afterdark flying then because we didn't have any instruments.

The instruments we had were a tachometer and an altimeter and that's all—we flew by the seat of our pants. So I came down and landed on the water as we were supposed to be able to, but the water was rough and I smashed up a couple of the pontoons and sprung a leak in the bottom of the boat. But I landed right alongside a freighter and they took me and my two crew men aboard. The freighter took the plane in tow and towed it back to Cape May, and it was in a sorry state when we got it on shore! When we went ashore, we tried to get some spare parts to get the thing repaired and I sat around there for about four days and I didn't see any chance of action so I got some canvas and some plywood and I tacked it over the holes in the plane and flew it back to Rockaway where they scrapped the thing.



Left, the recent Harvard sophomore as a cadet at MIT. Above, patrol squadron officers on the beach at Rockaway, Long Island: Freeman is fifth from left.

about Chinese or Japanese for the coming summer at Middlebury. We have only a few NDLF fellowships and not all of these people will be able to self-support. But there is a very great need, and a demand as well, subject to financial considerations, for students to learn Chinese and Japanese. They're learning those languages not only to become teachers of Chinese or Japanese—I regret that there aren't more of these than there are—they're learning them to become doctors in the mission field, or researchers in the history of the art or the economy of Japan, or they're learning them to do research in Oriental philosophy—some going on to graduate school, some going into the professions. They're studying Chinese economics in order to go into the First National Bank in Taiwan, or something of that sort. The needs for these exotic languages are tremendous, and not enough students are realizing it until it gets pretty late. Arabic is the same way, Hindi is the same way.

Q: Nine years ago you pointed to the Hindi-Urdu complex, to Bengali, and the Javanese dialects; you said that a total of 258 million people in Asia speak one of those three, and you also said that in the United States there were only nine schools in all that teach two of them and that Javanese was not being taught by any school in the U.S. What's happened since then? Has there been any improvement?

F: I'll tell you frankly what's happened. There was some good progress for a while, but most of it's going down the drain because of the refusal of Congress to fund the International Education Act! And the Foundation for the Humanities is still a long way off. For next year it seems likely with the present situation that there will be very few NDFL fellowships for the study of exotic languages. The federal government did fund for about five years some generous fellowships, and it was possible for a well-motivated graduate student who had already embarked on a serious career to get funds for support under the NDFL program. That is now being wiped out. And I feel that we're headed for tragic years. Because it looks to me as if the study of the exotic languages—I don't like the term "exotic," let's call them neglected languages— the study of these languages is in danger of diminishing almost to zero, unless Congress begins funding again.

Q: At a time when the need for American leadership around the world is greater than ever.

F: Exactly, exactly. I'll give you another illustration: in Ceylon, the majority of the population speak Sinhalese. Last year there were not more than five Americans studying Sinhalese! And Ceylon is one of the significant south-Asian countries in terms of a strong government, typical economic problems, and as a model to countries all over south Asia as to what they can do with their own leadership after the British stepped out. Now, we could be of tremendous help in many ways if we could talk the language of the country. But America is totally incapable of playing any role in Ceylon insofar as a knowledge of the language is concerned. We don't even have people who can read their newspapers!

Q: In 1935, you set up a language laboratory in the basement of Pearsons. Do you recall what led to this, and how did it work out?

F: We'd toyed with that a little before, but it actually came into being in 1929, so we maintain that Middlebury was the real pioneer in language laboratories; and, of course, as you know, since then they've swept the country, and millions of dollars have been invested in language laboratories. Well, we're still the pioneer—the Sunderland Language Center and the Freeman Language Laboratory, I'm proud to say, is still the model for colleges and universities all over the country. There is a group coming down from Acadia, in Nova Scotia, next month. They come from all over the country.

Briefly, this is the idea. We do not use the laboratory as a part of the classroom in which all students put their headphones on and listen to a recording instead of listening to the teacher; we feel that that's wasting the teacher's time. So we have developed here a laboratory which will be an extension, a supplement, to the class, and individual carrels to which the individual student will go, just as he would take a book off the library shelf, and work at his own speed, in his own time, at his own rate, and in accordance with his own interests. Then he goes back to the classroom and shows what he has accomplished in private, you might say, as an individual. This is what we call the "library type" of laboratory and Fernand Marty who was here in the '50s and then Jim Watkins who was brought here after he finished his Master's at Middlebury-in-France, have been most helpful in developing this idea of the individual carrel. That's the basic idea. The student is on his own, works with materials which have been developed, but he's not forced to keep up with the other students who are listening to the same tape or recording at the same time. And of course, as you notice, we have no headphones, so we have a completely natural situation just as though the student were talking with, and listening to, another person.

THE LANGUAGE LABORATORY IS
NAMED IN HONOR OF
STEPHEN A. FREEMAN LITT. D. 1966
"HE HAS, BY HIS PRESENCE ON THIS CAMPUS,
ASSURED THE PROUD CONTINUITY OF A
GREAT TRADITION IN LANGUAGE INSTRUCTION"

At dedication of the Freeman Language Laboratory, 1966.

Q: What part of the whole language-learning process is best handled by these electronic devices, and what part is done better by human instructors?

F: Human instructors, of course, are absolutely necessary for human contact, for dialogue, and for discussion. The electronic system will never take the place of the human challenge and the dialogue with another thinking person. And yet it can come pretty close to that under certain circumstances. I'll answer your question more fully. All levels, all periods, and all stages of instruction can be assisted, supplemented, by the language laboratory. At the beginning level, it is, of course, very evident that the student needs to hear over and over again certain phrases and to mimic them on his own recording. A little later the electronic record material and the possibility of repeating and answering can teach grammar; the student in the carrel can be told to take a certain sentence and change it into the negative or the past tense, or make a question out of it, or to change the nouns into pronouns, or to construct a different sentence with a different order, and that sort of thing. Grammar can be taught very successfully, and frequently better than by discussion in the classroom, because one student's problem in grammar may not be another student's problem.

Move up a little higher and you get to the introduction of cultural and literary material. Here a paragraph from some author, a paragraph from some recorded speech, or a poem, presented orally, can give the student material on which he will answer questions, make comments, and pattern his own intonation. Third-year level can be handled successfully by introducing material that the teacher may not have time for in class. Now move up onto the top level, and one of these days we're going to have TV screens in these carrels; we'll have closed-circuit TV contact with the Wright Theatre or with the Johnson music library, and we'll also have recorded tapes and video tapes from France or from Germany—they're already manufacturing them. The student will go into his carrel, sit down and turn on his set, and with a copy of a German play in front of him, he will be reading the scene from *Faust*, he will hear the words coming over the loudspeaker, and he will watch on the TV screen the performance of that scene on the Berlin stage. And he can repeat a certain scene as often as he wishes until he understands it. It's fantastic; there are all kinds of possibilities. And when we get the money, we'll be able to put our student here in Middlebury, in a front balcony seat in the Comédie Française. Then he'll go back into the classroom and discuss the value or the psychological implications of that scene or that play with the other students and the teacher in the class. Again I say, this is a supplement to the teacher, and not a replacement.

Q: Wow, after that fourth-level kind of experience, what more can a professor offer him?

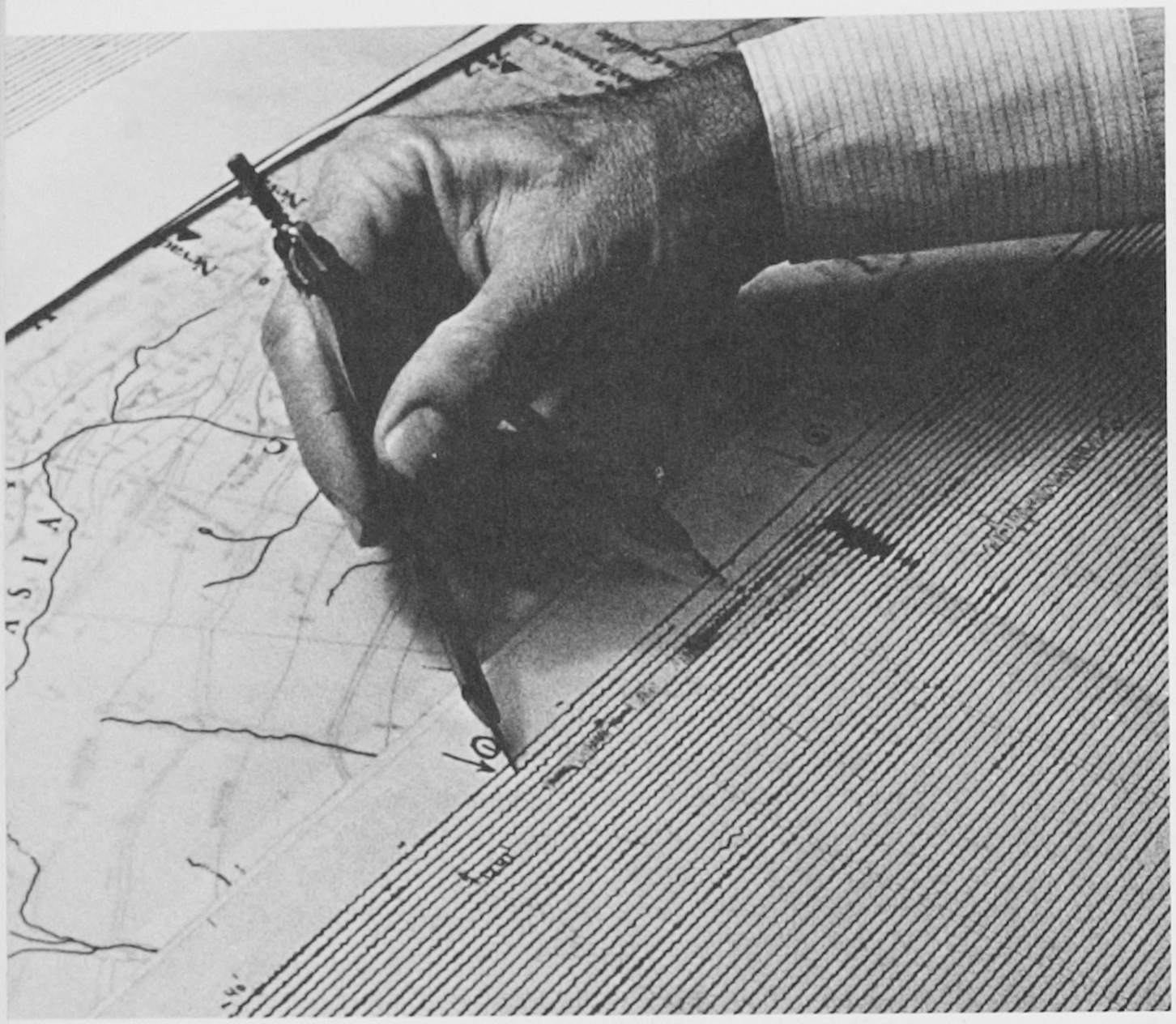
F: He can offer the contact of a wise mind for discussion, opening up the student's ideas to what literature really means. And that, of course, is what electronics can't do.

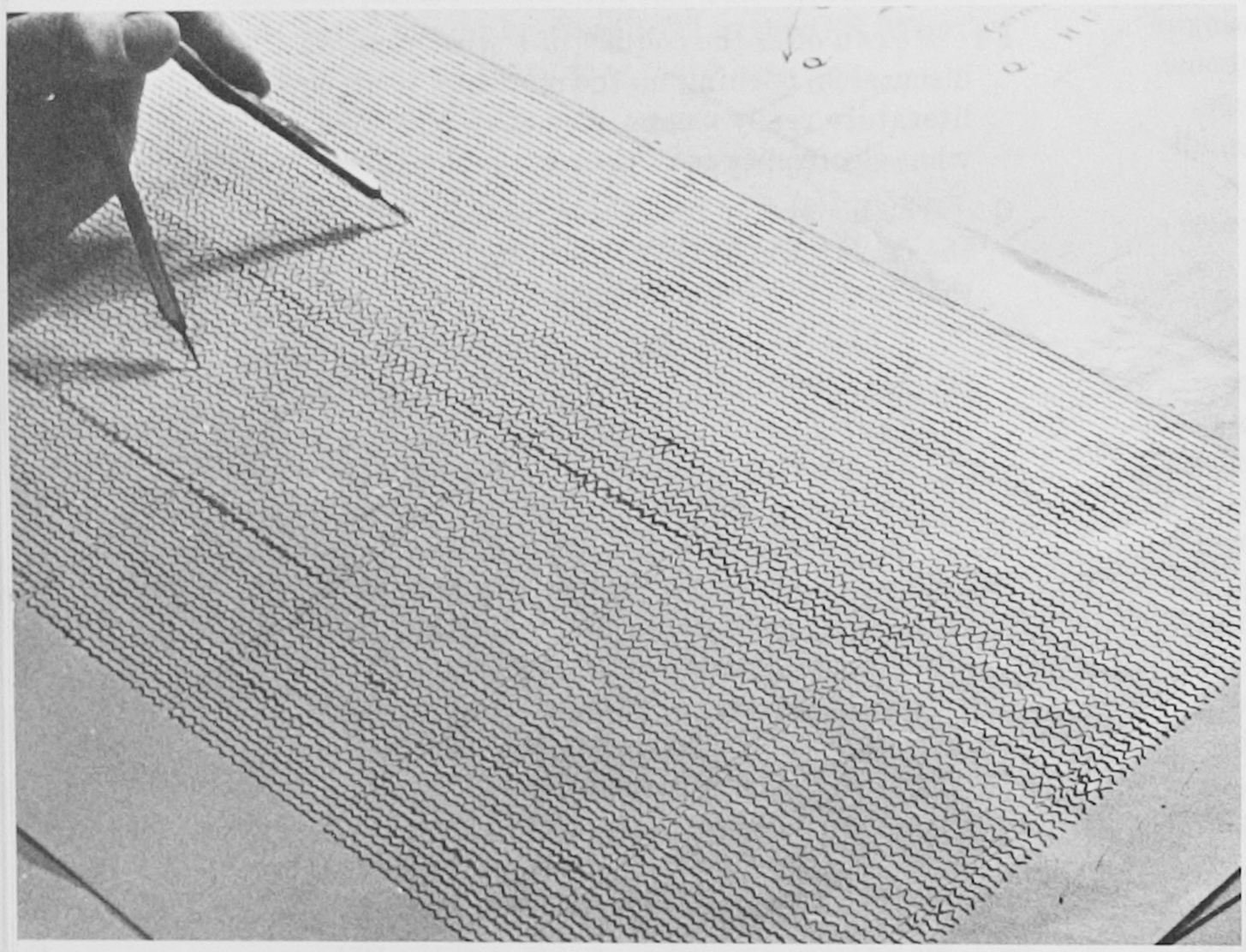
Q: The instructor then becomes more and more the resource man for cultural information rather than merely for the language.

F: . . . And the intellectual, philosophical, psychological guide to open up the student's mind to an enrichment by the foreign culture. And it can be done for American and English Literature just as well, of course. And the art and music people can use it in the same way. I think this Language Center has infinite possibilities for enriching the entire college curriculum, and gears itself so well into independent study and research also. We hope soon to put consoles into the carrels on the top floor. You see, we have 63 carrels in the building, and we have only equipped the 40 now in operation, so we have another 23 on the top floor. And those are waiting for equipment that will include TV screens as well.

Q: Would you care to predict that this will be accomplished by 1980?

F: Oh, I would say it could be done before that. If we could get some money. Because we're ready for it, now—the technology is here.





Top, a seismic event not yet identified but thought to be of local origin. Above, continuing earth tremors revealed in this record correlate with storms off the coast of Maine. Period of oscillation is 3-4 seconds. Note waxing and waning through 24-hour period.

New Seismograph

Geology Department's Station

A newly installed seismograph at the College, the most sensitive in northern New England, had its first real test just hours after its installation when it recorded a devastating earthquake in Turkey. The seismograph recorder is located on public view in the first-floor main hall of the Science Center. The geophone (tremor sensor) is mounted on bed rock in a remote area of College property.

The station, incorporating the most sensitive equipment now available, is part of two seismic monitoring networks whose stations are located around the world. Nearest stations in these nets are in Boston, Montreal, and central New York state.

The Middlebury seismograph senses vertical movements, only, but is sensitive enough that it records storms off the Maine coast. These storm-caused earth tremors originating along the Atlantic coast 150 miles away are as clearly visible on the Middlebury recordings as the local tremors produced by daily freight trains or by heavy trucks rolling near the campus.

New England is not usually thought of as an earthquake area, yet records (since 1534!) show hundreds of tremors in the region that were of sufficient magnitude to have been noticed by the inhabitants, and a few quakes of major force in the St. Lawrence valley near Montreal. It now appears, in fact, that there is a line of seismic activity between St. Louis, Missouri and Montreal and continuing northeastward down the St. Lawrence River. Another line of disturbance seems to run at right angles southeastward from Montreal across northeastern Vermont. It is now believed that there is a steady background of earth tremors in nearly every part of the earth's surface. The Middlebury seismograph has been installed to study these lower-intensity events in northern New England.

The local station is a joint effort of the

also Detects Trains, Trucks, & Ocean Storms

is Part of Two Worldwide Seismic Nets

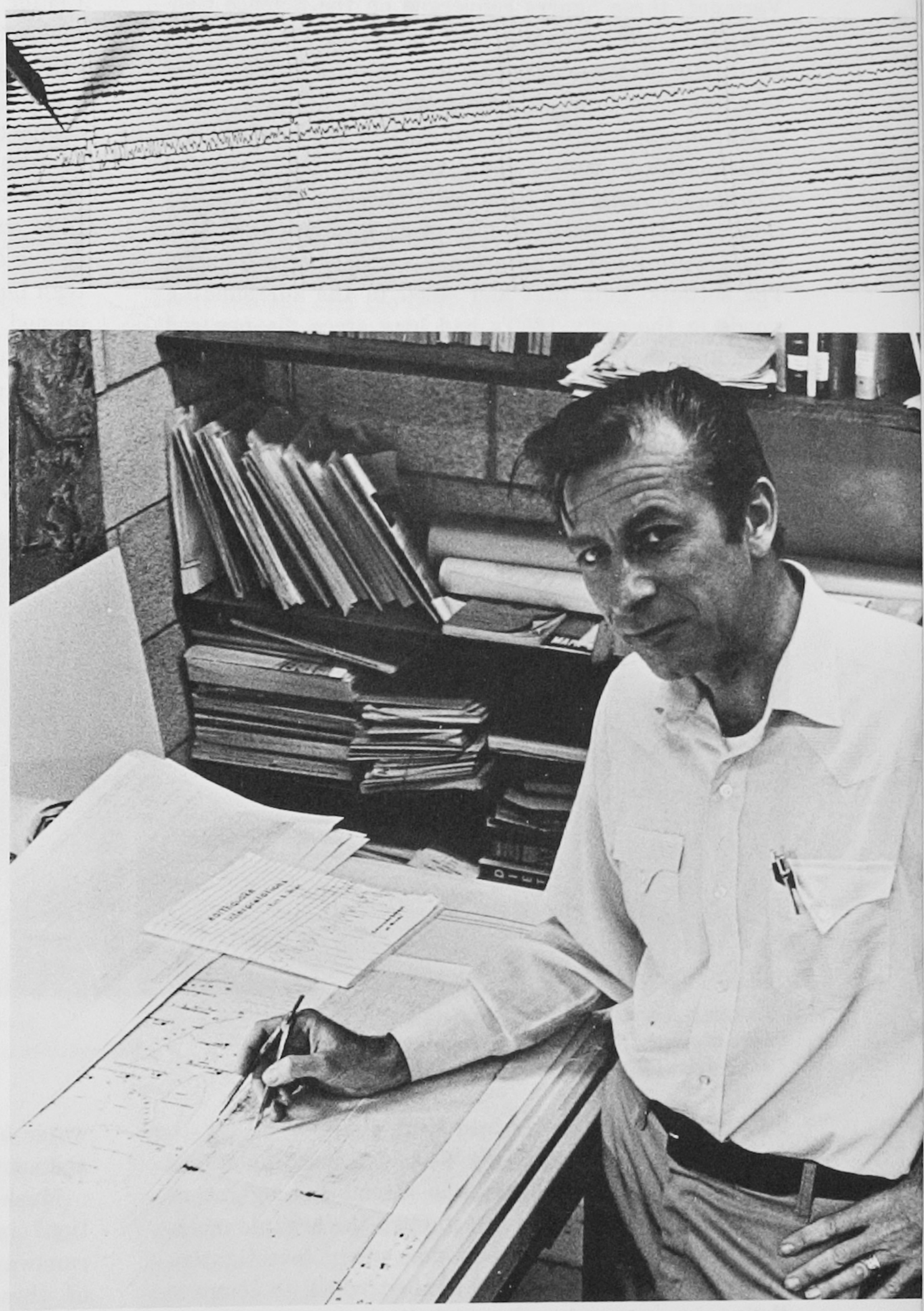
Middlebury Geology department and the Lamont-Doherty Geological Observatory, which is affiliated with Columbia University. The College provided the amplifier and recorder, and Lamont-Doherty supplied the geophone, preamp, and time-signal receiver. Signals from the geophone reach the Science Center recorder over a leased telephone line.

Recording is by hot stylus on heat-sensitive paper mounted on a slowly rotating drum (4 revolutions per hour); a new paper is mounted on the drum every 24 hours. Thus each continuous line squiggled across the chart represents 15 minutes of recording. Because seismic events must be timable to the second, time-reference blips are automatically recorded every minute as well as a special "hour blip" exactly on the hour, the latter keyed by a time signal received from the Dominion Observatory in Ottawa. By conventional triangulation, comparison of charts from a number of stations can locate the precise epicenter of any seismic event. Many quakes occur under the oceans, of course, and are discoverable by no other means than examination of such sets of simultaneous recordings.

Every two weeks the accumulated 14 charts are mailed from Middlebury to the Lamont-Doherty Observatory and become part of the permanent record of world seismic events maintained, there.

Barely four hours and 14 minutes after the Middlebury station went on-line on Saturday, March 28th, a major quake near Gediz, Turkey was recorded. This earthquake lasted for six minutes and aftershocks continued at intervals throughout the next 12 hours. Then on March 30th and again on April 17th, major quakes in the Philippines were recorded.

The Middlebury station is also part of the Coast and Geodetic Survey net within the U.S. Department of Commerce).



Top, initial shock of the Gediz, Turkey earthquake as recorded in Middlebury. Quake destroyed 80% of buildings, killed 3,000, and left 90,000 homeless. Tremors continued for six minutes. Above, Geology professor Peter Coney analyzes oscillogram representing one day's seismic events sensed in mid-Vermont.

When studying excessive single-celled-plant growth (eutrophication) due to pollution, how excessive is the first question. To establish norms based on clean-lake metabolic rates, a Middlebury biologist is . . .

Through the chill dawn of a spring morning in Vermont, three figures converged on the Science Center, piled some gear into a red Chevy truck and headed south out of town. We had met at 6:00 AM because this promised to be a clear sunny day.

At the edge of Brandon, we turned our hard-sprung vehicle onto a bumpy back road that led westward into the hills near the Hubbardton border. Our destination was High Pond—a deep clear granite-edged lake whose waters are as pure today as they were in 1770. The settlers' huts that had stood in the surrounding woods in the early 1800's had long since disappeared from atop their cellar holes and the pond had returned to its pristine state a hundred years ago. Inflow and outflow was slight; what soil there was on the wooded hills around was stabilized by a carpet of needles, leaves, and fallen branches and the soil's nutrients leached only very slowly into High Pond.

Miles Cornthwaite, Bates '64 and a teaching fellow in Biology at Middlebury, was attempting by rather sophisticated techniques to establish the organic metabolic rates in pure lakes so that other investigators might have a base standard against which to compare their measurements of metabolic rates in polluted (highly nutritive) waters. For this attempt a full day of sunshine is essential since photosynthesis is the mechanism for carbon fixation (carbohydrate production) in the phytoplankton (microscopic plants) being measured.

A mile past the Middlebury Environmental Studies Center we pulled up at the end of the gravelled road and set out on foot down a wood road to the pond. Miles carried a wooden box of water-sample bottles and, in an Adirondack pack basket, a Kemmerer water sampler, two life vests, galoshes, and ropes. Howard Woodin, professor of biology, carried a three-foot ice chisel and extra rope in a knapsack. This reporter manfully carried his Contaflex and one extra roll of film. In the deeper woods two feet of snow still covered the trail but at the pond the strengthening spring sun had opened a moat of water along the shoreline and the lake ice was punky and appeared treacherous.

The purpose of Miles' project was to establish the trophic level (from *trophikos* = nourishing) of a deep unpolluted northern-U.S. lake by measuring the amount of carbon absorbed from the surrounding pond water by single-celled aquatic plants (phytoplankton) and converted by photosynthesis into plant sugar.

In early April sunlight, biologists begin ¾-mile trek to High Pond to set trophic-level experiment under the ice.

A wind-downed birch gives access to the ice. Lifeline is already tied to tree in case of trouble.

Much has been written recently about "eutrophication" in polluted streams and lakes—a condition of runaway algae growth caused by excessive enrichment of these waters by sewage, detergents, and other man-made pollutants containing high percentages of nitrates and phosphates. This algal growth, itself, becomes a new and pernicious form of pollution (see page 47 of the spring *News Letter*) because in decaying, these tons of plant tissue deoxygenate the water and kill all fish, and as aquatic flora converges upon the

Measuring Trophic Levels in a Pure Pond

center of ponds and turns them into bogs, it greatly shortens the normal lifespan of these natural water reservoirs.

To measure degrees of eutrophication, it is necessary to know what "normal" trophic levels are—that is, how rapidly carbon fixation by aquatic plants proceeds in unpolluted waters. The most sensitive technique for measuring the trophic level in a body of water is by radioactive tagging: radioactive carbon-14 is placed in samples of pond water and the amount of this tracer element taken up by the phytoplankton while exposed to sunlight is measured in a scintillation counter.

Moving gingerly onto the lake ice, Cornthwaite and Woodin chopped two 6-inch holes in the ice at a sunny spot about 75 feet from shore. While Prof. Woodin lifted water samples from five specified depths, Miles added fixed amounts of a solution containing the tracer

As Howard Woodin draws water samples from several depths, Miles Cornthwaite adds radioactive tracer to each sample bottle. Bottles were hung in pond.

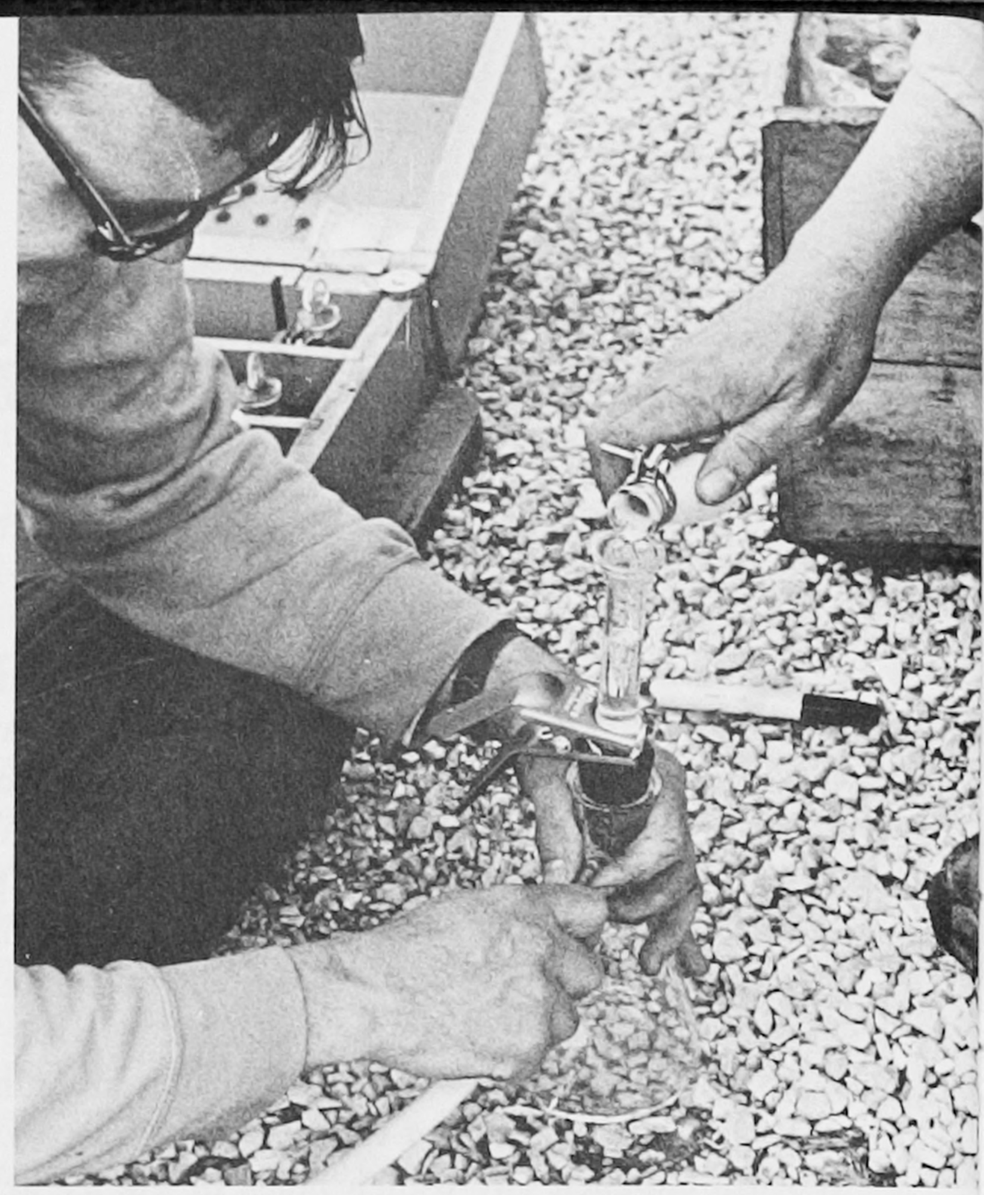
With Cornthwaite P-WEE (Pneumatic Water-Extraction Expediter), Miles filters samples as Prof. Woodin "pours."

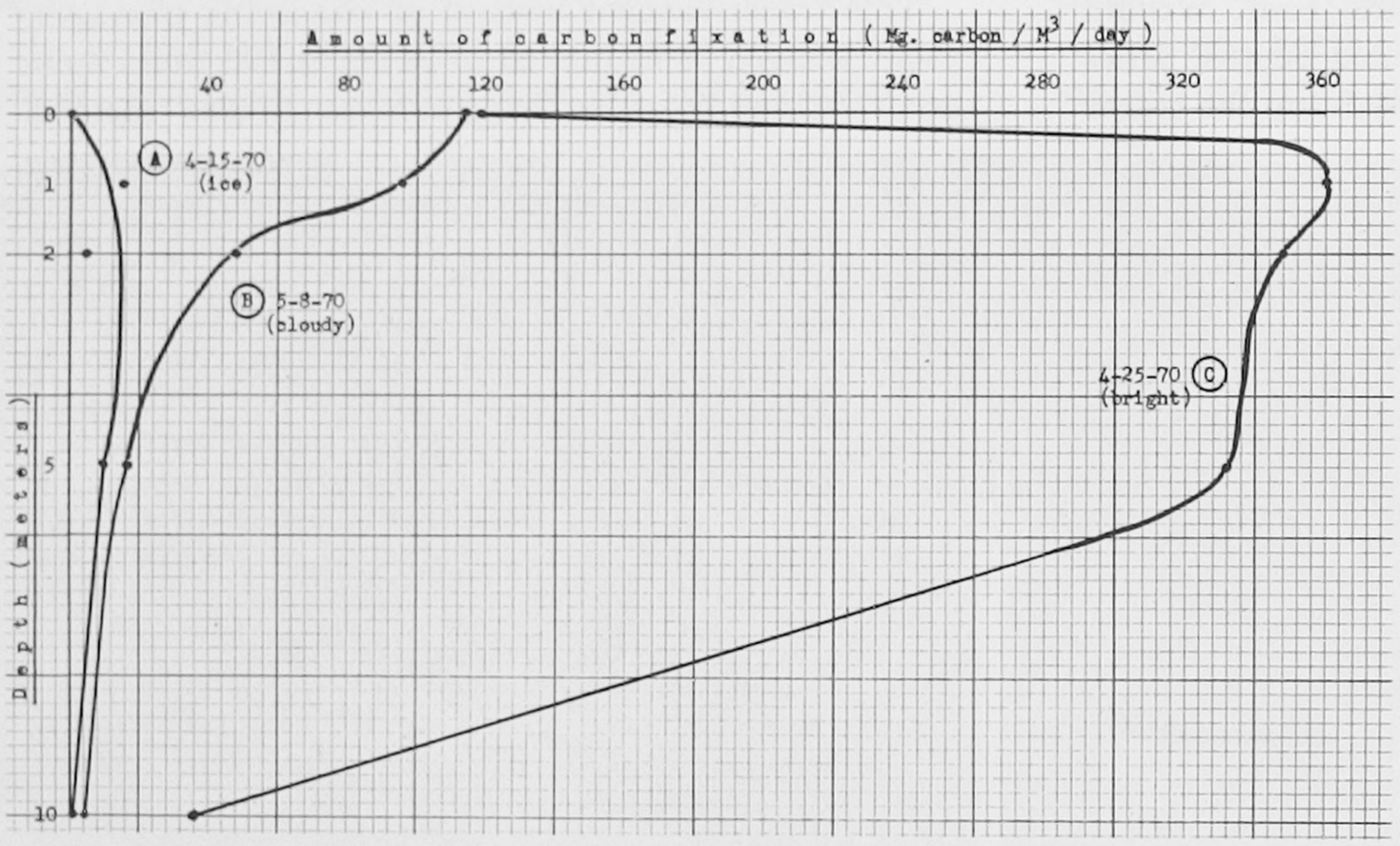
element to each of ten 66-cc sample bottles. He then filled each pair of bottles with a pond-water sample freshly pulled from the lake at the depth at which the sample pairs were to hang suspended during the day. Of each pair of bottles, one was transparent, the other opaque. Paired bottles were then hung on a line at depths of zero, 1, 2, 5, and 10 meters; the line was anchored on a 4-foot log lying on the ice; and all retired to a bake shop in Brandon for coffee and doughnuts.

At the end of the work day, we returned to High Pond to retrieve the line of samples within an hour of sunset. Returning to the truck the biologists proceeded to draw each water sample through a disc of 0.45-micron filter paper and store each disc in a small covered container. Tomorrow each filter would be dissolved and the resulting solution would be monitored in a scintillation counter for beta emission. The amount of radioactivity in this solution is taken as indicating the amount of carbon-14 taken up and fixed in the phytoplankton cells. For each pair of bottles hung at the same depth, the beta count from the opaque-bottle sample is subtracted from that of the transparent bottle sample, and the difference is assumed to be proportional to the amount of carbon fixation (sugar production) that has occurred within the phytoplankton cells that were exposed to sunlight.

This tracer-element method of measuring photosynthetic activity is estimated to be about 100 times more accurate than the older "oxygen-measurement" method. It is the only means sensitive enough to measure such activity in pure northern lakes such as High Pond where the trophic level is extremely low. Mr. Woodin and Mr. Cornthwaite think this is the first attempt to measure the trophic level of a pristine-pure Vermont lake using this method.

To save time while drawing each water sample through its filter, Miles had installed a metal tube with petcock on the inlet manifold of the Chevy engine. To this tube's nipple he now attached a twelve-foot rubber tube whose outer end he applied to a nipple on the side of the Erlenmeyer flask into which he was to draw the



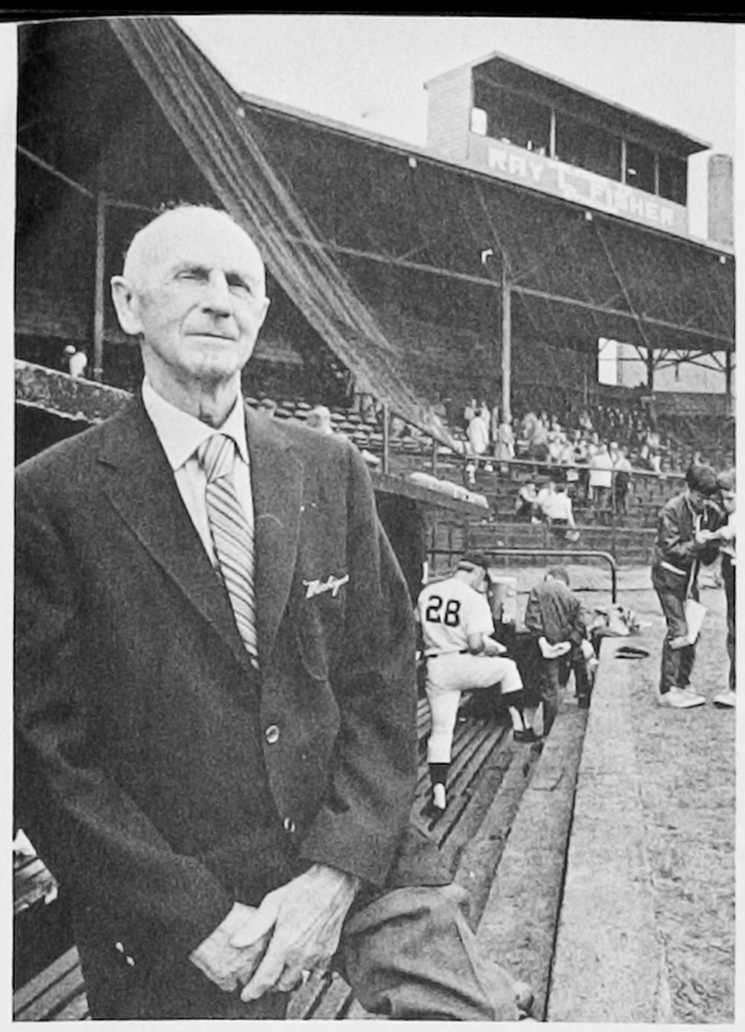


Top left: Because remodeled barn at left lacked central heating, Middlebury Environmental Studies upland field program will soon work out of new building at right, both provided by the Vermont Wild Land Foundation. Above: Clamp holds filter paper between inlet tube, above, and fritted-glass core in flask stopper, below. Left: Carbon fixation in High Pond under three conditions: (A) bright sun through ice cover; (B) cloudy day, no ice; and (C) bright day, no ice. Note effects on rate of photosynthesis of ice going out (A vs C), cloud cover (B vs C), and of excessive radiation upon cells near surface (C). Too much ultraviolet radiation seems to "stun" cells and retard photosynthesis.

water from each sample bottle. A vacuum gauge installed on a tee in the tubing enabled Miles not to over-suction the flask (which might rupture the cells as they were pulled through the filter and give him a low beta reading when the filter was monitored). As Miles and Professor Woodin crouched on the gravel in the dusk, and a chill northeast breeze cut through their flannel shirts, deer began appearing in a meadow upwind, only to flag off into the brush when they caught our sound or sight. It was well-dark and frost-cold when we reached the Science Center, again.

By running a series of these day-long measurements throughout the Spring—first while the lake is ice-covered and later when there is open water, the sun's azimuth is greater and its radiation penetrates to deeper levels—a profile of energy conversion by pond plant life throughout the year can eventually be developed. Such detailed information on trophic levels is only beginning to be gathered.

As Professor Woodin remarked during our morning ride, "All of a sudden the country's waking up to their pollution problem, and they're turning to the biologists and demanding instant answers. The fact is we don't have them. Less than ten years ago *nobody* was an "ecologist"—it's a brand-new discipline. We're running like mad, now, to try to catch up with the problem, but it's going to take some time to amass the information we need before anyone can begin to try to answer the practical questions—to solve the very real and 'crisis' problems."



Michigan Dedicates Ray L. Fisher Stadium

Michigan has renamed their baseball stadium in honor of Ray L. Fisher '10, who coached baseball, there, for 38 years and brought them 14 Big Ten championships and, in 1953, an NCAA title as well.

Born in Middlebury, Mr. Fisher took his AB at the College in 1910. At Middlebury, "Pick" won letters in football and baseball (pitcher and 3rd baseman), set the local shotput record, coached the varsity baseball team as a senior, and was president of the senior class. As McCullough Gym was being built in 1911, President Thomas named Ray the school's first "Physical Director" and assistant professor of physical education, a position he held until 1915. In 1912 Ray married Alice Helen Seeley '12. From 1910 until 1918, he pitched for the New York Yankees and, after an Army stint, for the Cincinnati Reds from 1919-21. While winning 102 games, his lifetime earned-run average for these two clubs was 2.38.

Ray left the Reds for Ann Arbor in the spring of 1921 after Branch Rickey recommended him for the coaching job that Rickey, himself, had held while attending Michigan Law School in 1910-13. During his years at Michigan, Ray coached Bennie Oosterbaan and Dick Wakefield.

Baseball coach-emeritus since 1958, Mr. Fisher still works with Wolverine pitchers and in the grapefruit league he has coached rookie pitchers for the Braves and the Tigers. He continues to winter in Ann Arbor, but usually summers at Long Point on Lake Champlain.

The Michigan baseball stadium was officially renamed for Ray at a doubleheader with Purdue on Saturday, May 23rd. A University banquet attended by many of his former players was held in his honor after the game.

Letters

(Particularly for those who were not there, we publish this thoughtful letter from a Middlebury father who visited the campus on the second weekend in May.—Ed.)

Dear Dean O'Brien:

I am grateful to you for having written to my wife and me about the recent events at Middlebury College. Actually, in the period between my son's request that you write to us and my receipt of your letter, he invited me to come up to the Campus "to talk." I spent the weekend in Middlebury during the cessation of classes (which was *not* a "strike," but something far more positive), and I did talk with him and with several of his friends. Perhaps more important, I listened—which they seemed to think was something rather rare. It may be that you would be interested in some impressions I gathered from their attitudes and from conversations I deliberately sought out in the village with the townspeople.

First, about the students: I found they felt a great hunger for communication with someone whom they could trust to "level" with them. They were acutely conscious of their own entrapment in a wave of emotion. They seemed to fear where that entrapment might lead them. They needed—*expressed* the need—for talking it out in small quiet rational conversations that would not coerce them into extremist positions of Right or Left. They were remarkably aware of the dilemma of the Moderate—opposed to the war but equally opposed to the use of violence to end the war. They rejected violence not alone on moral grounds but because of a very pragmatic recognition that violence invites repression. They knew that to be effective in persuasion they could not afford to isolate or repel those they hoped to convince. Such an awareness leads to frustration. They wanted to *do* something more than the circumstances permitted.

Your letter says the mood on campus was peaceful and non-violent. Non-violent, yes; but what I saw of concern and frustration and numbed shock at the Cambodian invasion and at the Kent State tragedy is difficult to describe as peaceful. I am afraid of what will happen—at Middlebury because my son is there, in the nation because I am of it—if no constructive way is found to release and canalize this pent-up flood of decent revulsion. I believe the College and its students behaved intelligently, but it is saddening to think that this is measured more by what they did NOT do than by what they did do. There *was* no extended violence. One might hope ways can be found to encourage extended community and political activity next Fall.

As for the town: I was solemnly informed by one citizen that, "Those college guys burned down the ROTC building." When I assured him this did not happen, that an unoccupied frame building had been burned and that students had immediately organized a 24-hour patrol system to make certain there were no further such acts, he seemed mollified but more than that, surprised.

Another man, a store clerk, said, "I don't care what these students do, I support our men in uniform." He seemed startled when I suggested that the kids on campus support them, too.

Yes, the tragedy of this war is reflected in the fragmentation of the society. The compelling present threat is further polarization and then social atomization. I hope

we can all remember how much we need each other. That's what colleges are supposed to be about, isn't it?

STUART NOVINS
New York City

Ecology

Gentlemen:

Congratulations and thanks for the wonderfully researched and vividly graphic article by David Van Vleck in the Spring *News Letter*. Horrifying facts and figures excellently written—Middlebury is fortunate indeed to have such a man in the Biology department. But the *News Letter* staff is to be applauded for the awareness, foresight, and timeliness in publishing Prof. Van Vleck's article in this Spring and Earth Day and, thank heavens, the growing awakening to the dangers.

JULIE W. PEIERLS '59
Brookhaven, N.Y.

Gentlemen:

Thank you for including in the Spring issue Professor Van Vleck's article. It is the clearest, sanest, most frightening presentation of our selfish madness that I have seen. I shall nag everyone I know to read it.

LILLIAN BECKER '31
Portland, Maine

Reaching Out

Gentlemen:

The article in the last *News Letter*, "Reaching Out," is what I have wanted to see. Congratulations to you and the 450 students lending a hand. It is evident that they find something more worthwhile than protesting and criticizing our President.

INEZ C. COOK '09
Pomona, California

Gentlemen:

The article "Reaching Out" which you wrote for the Spring 1970 issue of *News Letter* is outstanding! The Board of Trustees and staff of the Counseling Service of Addison County, Inc. are sincerely grateful to you for writing with so much understanding and depth about the wonderful service that the college volunteers render to the community.

Our agency is proud of its relationships with the student volunteer programs of Middlebury College. Whenever there has been an expressed need in our community the students have dynamically met the challenge.

Enclosed is a copy of a letter from the Northeast Addison School District which shows the deep gratitude of community representatives for student assistance.

Your time, talent and concern is sincerely appreciated.

MRS. MINERVA POTTER
President, Counseling Service
of Addison County, Inc.

Ben Wissler

Gentlemen:

On May 30 a testimonial volume was presented to Professor Wissler on the occasion of his retirement after forty years as a member of the Middlebury College Faculty. I should like to thank the alumni (physics majors all) whose letters make up this volume and whose financial support covered not only the binding costs, but provided a substantial cash gift as well.

The letters themselves reveal how deeply Middlebury is indebted to men such as Professor Wissler who have served her so long and so well. These men chose to teach at Middlebury because they recognized the unique opportunity which a small liberal arts college affords; an opportunity to know their students as individuals and to contribute to their intellectual growth to a degree not possible in larger and more diversified institutions. Many of these men have been pre-eminent scholars in their own special fields. Positions of greater academic prestige and monetary rewards could have been theirs, but they chose to stay with us. They believed in the College and upheld the traditions that made her great. Often they were demanding taskmasters—certainly this is true of Professor Wissler. However, what set them apart was their genuine concern for each of their students, a concern which extended far beyond the confines of the classroom. The letters to Professor Wissler make this point very clear. Reading them is to read the characteristics of a great teacher as seen by those who knew him best—his students.

In recent years the ranks of the Benjamin Wisslers and Reginald Cooks have thinned markedly. However, these men leave us a rich heritage, and their records of service to the College and her students set a standard which their successors—faculty and students alike—will be hard pressed to duplicate.

ALBERT F. GOLLNICK, JR. '55
Lexington, Massachusetts

Open Space

Open letter to Alan Gussow—

Congratulations on your article in the Winter 1970 issue of the *News Letter* on "The Meaning of Open Space." Your appeal for an egology of ethics rings many bells: it is not pantheism certainly, rather closer to Buddhism, which I believe respects all forms of life. Also, it is an extremely modern concept, yet appeals to the deepest, oldest, and best instincts of mankind.

I agree with you about bicycling in Central Park and strolling in Boston Gardens. The only nagging question is how the Chinese, Egyptian, Greek, Roman, Italian and French Rennaissance civilizations ever rose to such heights in urban surroundings. Why, if studies of over-crowding among rats and lemmings are proof, have not the century-old cities of Europe, the Middle East and Asia not succumbed long since? As usual, human nature outwits us, perhaps, and in that knowledge there is humor, if not hope.

Although, as you say, the human being can adjust to almost any environment and exist at least minimally (as long as there is the possibility of improvement—in the next life, if not in this one), the soul is a very fragile and sensitive entity, which can be rather easily overwhelmed by man's insensitivity.

Forced to endure, for months and years, loneliness (which is a very different state of mind from solitude), prejudice, pollution, crowding, rudeness, ugliness, and indifference, a soul which is not inured to these facts of urban life may well succumb to neuroses. Over half the

inhabitants of New York City from 42nd to 82nd Streets on the East Side (who are largely from small towns throughout the U.S.A.) are said to be severely neurotic by a recent survey. On the other hand, city-born-and-raised individuals require the life of the city for their mental well-being. City people are usually rather uncomfortable and bored in the country: it is too quiet and there is nothing going on. It would be a fascinating study to investigate the relationship of rural and urban life to the creation of great art down the ages.

It is interesting that in the same issue of the *News Letter*, Arnold LaForce states that "almost everyone believes his own or his group's interest to be virtually synonymous with the public interest. Most men are prone to deal only with the present manifestations of problems, seeking solutions that will give comfort today and leaving tomorrow to shift for itself." In this case, let us all thank God for our college students who protest the system, protest the war, protest discrimination against Negroes and women, protest the rape of the natural environment. We celebrate our daring heroes and our glamorous celebrities: a salute is long overdue to the millions of people who respect beauty, walk humbly in nature, and respond to their environment with sensitivity and love.

CYNTHIA STROUT KNUTH '48
Brighton, Massachusetts

Laboratory Confrontation

Gentlemen:

Your article in the latest edition of the *News Letter* on Mrs. Holly Goodhue Porter and her involvement in "Laboratory Confrontations" was particularly interesting to me. For it was I, not the Indianapolis Police Chief, who ordered our ten man contingent to leave the session, thus causing her effort to abort in "mid-career."

A few hours after that order, I found myself in a "laboratory confrontation" of a unique nature with Mrs. Porter and her colleague, Dr. Irving Goldaber. I wish that at that time I had known that we were Middlebury contemporaries, as that factor might have helped ease some of the specific tensions of that evening.

We believe that much needs to be done to improve relationships between police officers and departments on the one hand, and minority citizens on the other, especially those living in urban poverty areas. We have tried and are continuing to try various means to such improvement within the Indianapolis Police Department, and our community.

In line with these efforts, we agreed to attempt the "sensitivity training" approach under the guidance of Dr. Goldaber and Mrs. Porter. The format was much as described in your article: ten police officers were to spend five days closeted with ten *community representatives*, in frank, open, tough conversation.

Shortly after the session began, it became obvious that the Church leaders who had undertaken the responsibility for selection of community representatives had not performed very well. Three of the ten were members of the Black Panther Party; those three represented 25% of the total Panther membership at the time in Indianapolis, but an insignificant minority of our 125,000 black citizens. Another woman was evidently brought into Indiana for the occasion. She has compiled a long FBI record for involvement in revolutionary causes across the United States but has no knowledge of our city and in fact departed soon after the session. This soul proved to be the terminal factor, not only for her unbelievably vile decorum, but more importantly because she in no way could be termed representative of the Indianapolis community. The balance of the community representation consisted of self-appointed leaders who did not and would not speak for any significant segment of our populace.

After several phone conversations, it became obvious that continuing the sessions would, under the circumstances, prove counter-productive. That is, the attitudes of our officers would only harden and there would be no practical hope of reaching an understanding. Therefore, I requested that the Chief withdraw our contingent. This group spent the balance of the week writing a position paper on improving police-community relations. Many of their proposals have since been adopted.

Subsequently, a number of serious questions have been raised about the value of and indeed the possible harm accruing from such "sensitivity training." The *Wall Street Journal* of July 14th, 1969, documents this trend of opinion. Several prominent psychologists and industrial relations experts, among them a former advocate of such sessions, are quoted in negative tones about the value of this method of attempting to change attitudes. For my part, I would not consider further attempts along this line for the Indianapolis Police Department.

That there exists a serious gap between police officers and some elements of the community is undeniable. However, we take the position that there are many roads to Jerusalem; we are vigorously exploring some alternatives. We have 37 officers out of a total of 1085 assigned to police-community relations, the highest percentage to my knowledge of any major police department in the United States.

Our police officers engage citizens in friendly one-to-one contact in the schools, on the street corners, in churches, groups, business establishments. The department operates a large and successful recreation program for underprivileged youngsters. These and other programs are building bridges on a daily basis, although we recognize that serious hostilities continue to present egregious hazards both to peace and to justice.

Improving understanding, then, is our goal as well as Holly Porter's goal. We wish her every success in her endeavors, but for our part prefer less dramatic and abrasive approaches.

ALAN R. KIMBELL '53
Director of Public Safety
City of Indianapolis

Korea

Gentlemen:

The interests of truth were not well served by the caption of your "Quotable Quotes" on page 18 of the Spring 1970 issue of the *News Letter*. Neither the U.S. Eighth Army nor its X Corps was overrun by the Chinese Army in November and December of 1950 as you state. The Chinese Army did not cross the Yalu "without detection." If these things appear in Mr. Acheson's book, they are

either the one-sided recollections of an interested participant or deliberate falsifications of history.

The truth is that as early as Oct. 16, 1950, Chinese forces were in North Korea, apparently to protect the Yalu River dams from the Allied advance. On November 6 General MacArthur denounced Chinese intervention in Korea. On November 7 the Chinese troops which had been in contact with the Allied Army began a withdrawal which lasted until November 24, when the American command launched a "final offensive" aimed at reducing all of North Korea, including the power dams on the Chinese border. This offensive provoked a Chinese counterattack which lasted for a week and which resulted in the "planned withdrawal" of the Allied Army. The Allied Army withdrew for three weeks *after* the Chinese counterattack ceased on December 1, 1950. The Allies were not overrun, despite the bitter battles in the last week of November.

General MacArthur's offensive of November was designed to provoke the Chinese into further intervention in the Korean War, while his "planned withdrawal" was an effort to convince the American people that the Chinese were rapidly destroying the U.N. forces. It seems clear that his motive was to widen the war by getting permission from President Truman to bomb the Chinese "sanctuaries" in Manchuria. There is a depressing similarity between this policy and the one being followed by the current administration, as your inclusion of Mr. Kennan's letter suggests.

Those who agree with Mr. Acheson's version of history are referred to I.F. Stone, *The Hidden History of the Korean War* (Monthly Review Press, New York, 1969, Second Edition), which is the most thoroughly researched analysis in print. Stone concludes that General MacArthur's actions were the major reason why the Korean War did not end in late 1950, a conclusion also reached by two Rand Corporation studies and Stephen E. Ambrose, Professor of Maritime History at the Naval War College, Newport, R.I. Professor Ambrose, reviewing Stone's book in The Baltimore Sun on Sept. 14, 1969, called it "the most carefully researched and ably presented history of the Korean War." He also pointed to the historical parallels between our Korean adventure and our involvement in Vietnam. These are such as to make *The Hidden History of the Korean War* necessary reading for anyone who would understand the role of the military in American foreign policy.

DAVID H. CORKRAN III, '57
Portland, Oregon

Examination of I. F. Stone's book suggests that he and Acheson are discussing entirely different wars. The Chinese sweep southward almost to Seoul, which Acheson shows had the Joint Chiefs talking about another Dunkirk (if we were lucky and the Chinese didn't try to bomb the beachheads), Stone describes as a reluctant and gently executed response to the Allied threat to the Yalu power-generation complex, by Chinese forces eager not *to press the retreating Allies too hard. (Stone's thesis is that Syngman Rhee lured the North Koreans into invading South Korea and that over the next two years the U.S. desperately tried to avoid making peace.)*

Noting General Omar Bradley's belief that MacArthur had "no inkling of the strong concentration (of Chinese forces) in the mountains on his right," Acheson describes the situation thus: "The Army, against the deepest forebodings of General Walker, moved forward into the ominously silent and apparently deserted mountain area of northwest Korea. Four days later massive Chinese counterattacks exploded all around its many columns, in their front, on their flanks, and in their rear." (Present at the Creation, *pp. 469 and 471*). *Perhaps some reader of these lines was there and can report from direct experience which presentation of those events he considers more correct.*

Someone in the Allied command apparently felt *they were being "overrun": between December 12 and 25, 1950, the Allies evacuated "105,000 troops, 100,000 refugees, 17,500 vehicles, and 350,000 tons of equipment from the Hamhung beachhead," alone (I. F. Stone, p. 229).*

Dates

Gentlemen:

With reference to the picture opposite the July page of the 1970 calendar, I respectfully question that the date of 1916 is in any way applicable to the construction of The Château. As I remember, it was not there when I started college in the Fall of 1922: it was constructed while I was in college, and I would hazard a memory that it was completed in 1924, for first occupancy that Fall.

GEORGE A. THOMSON '26
San Diego, California

Very close. The Château was dedicated October 9th, 1925.

Gentlemen:

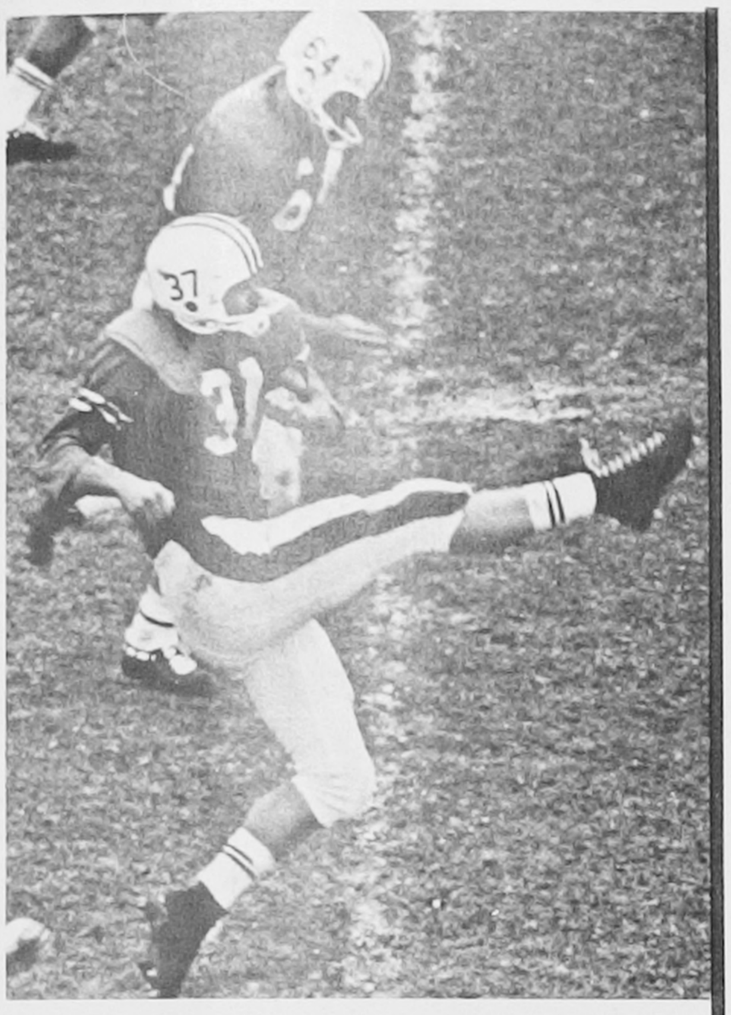
The Middlebury engagement calendar lists under February 22, "Middlebury's first Winter Carnival, 1923." I think the date to be recognized should be the one when the student body conducted its first winter sports competition, chiefly in the form of inter-class events and calling it "Winter Carnival." The date was Monday, February 23, 1920, and the administration honored the day by closing the college. Competitive events were held in the open space between the Chemistry building, the gymnasium and Painter Hall and I still have cherished snapshots of them. Other events, such as skiing and snowshoeing, were held on Chipman Hill. A hockey rink, with planks four feet high enclosing it, had been built by a group of interested students in the area in front of the Chemistry building.

I have a complete file of the college weekly THE CAMPUS, published during my four years. In one of the issues of February 1921, it refers to "the first Winter Carnival" being held in the previous February. Also, the 1922 KALEIDOSCOPE, which was published in the spring of 1921, devotes a whole page to photos entitled, "Winter Carnival."

I think that February 23, 1920 is the date to be honored.

EARLE E. HASKINS '22
Malden, Massachusetts

1970 FALL SPORTS SCHEDULES



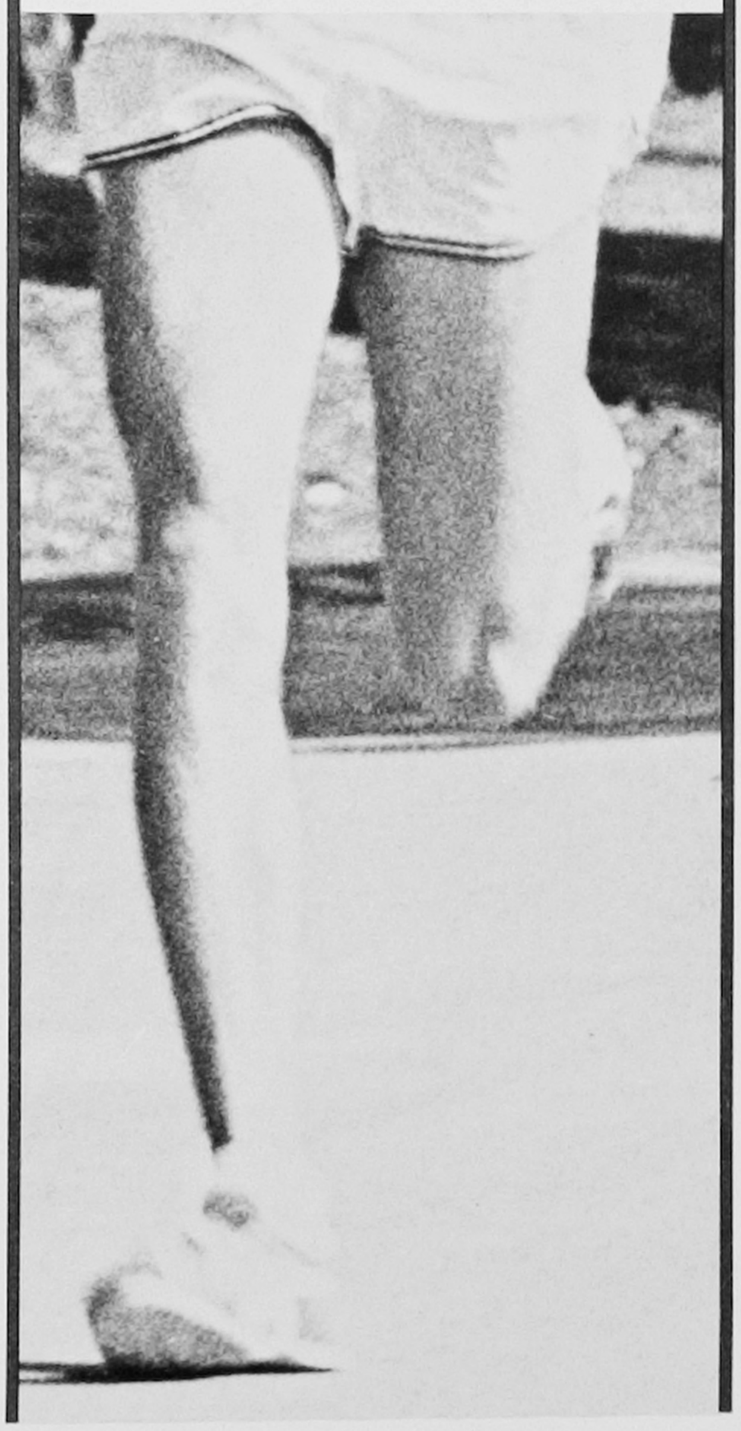
FOOTBALL

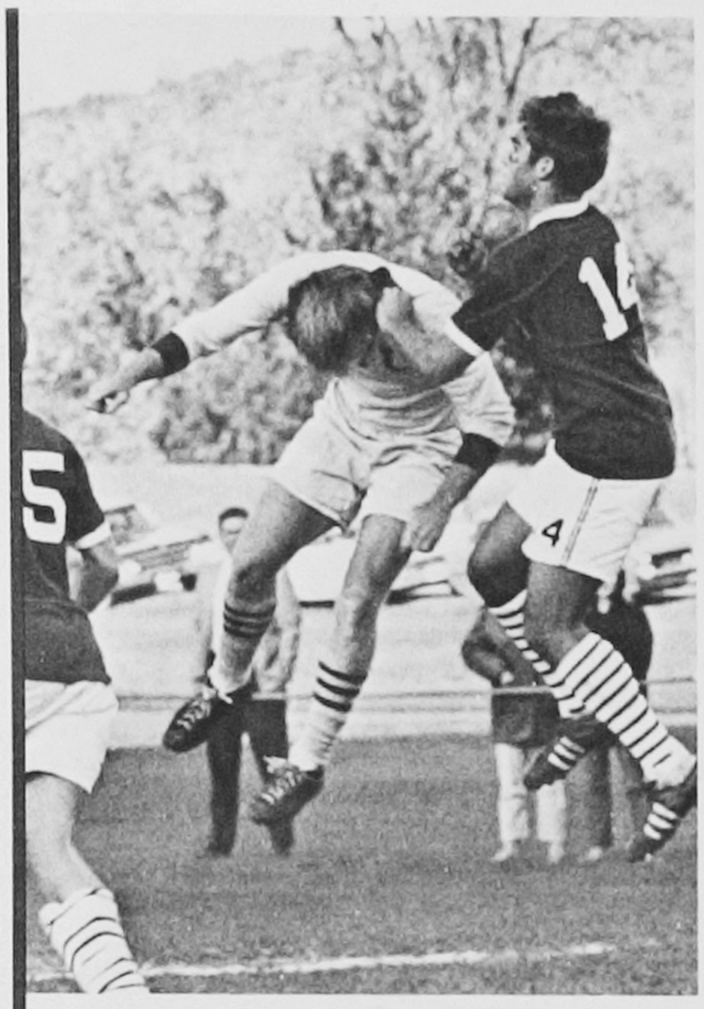
Sept. 19	°At Bates	1:30
Sept. 25	St. Michael's	2:30
Sept. 26	°Wesleyan	1:30
Oct. 2	At Albany State	2:30
Oct. 3	°W.P.I. *(Homecoming)*	2:00
Oct. 10	°At Williams	2:00
Oct. 16	Riverside Church	2:00
Oct. 17	°At Hamilton	1:30
Oct. 23	Norwich	1:30
Oct. 24	°R.P.I. *(Parents' Weekend)*	1:30
Oct. 30	Cardinal Cushing Academy	2:00
Oct. 31	°Norwich	1:30
Nov. 7	°At Union	1:30

°Varsity contest; others are B-squad games

Oct. 3	U.V.M.	12:00
Oct. 10	At Williams	12:00
Oct. 14	Amherst & St. Michael's (at Middlebury)	4:00
Oct. 20	At Union	2:30

CROSS COUNTRY





SOCCER

Sept. 25	°Dartmouth	3:00
Sept. 30	°Colgate	3:00
Oct. 3	°At Williams	1:00
Oct. 3	R.P.I. *(Homecoming)*	11:30
Oct. 7	°Springfield	3:00
Oct. 10	°At M.I.T.	2:00
Oct. 14	°At R.P.I.	3:30
Oct. 16	At Norwich	3:00
Oct. 17	°Trinity	2:00
Oct. 20	Dartmouth	2:00
Oct. 21	°Vermont	3:00
Oct. 23	St. Lawrence	3:00
Oct. 24	°U. of Conn. *(Parents' Weekend)*	11:00
Oct. 27	At Vermont	2:00
Oct. 31	°At Union	2:00
Oct. 31	At Union	2:00
Nov. 4	°At Norwich	2:00

°Varsity contest; others are B-squad games

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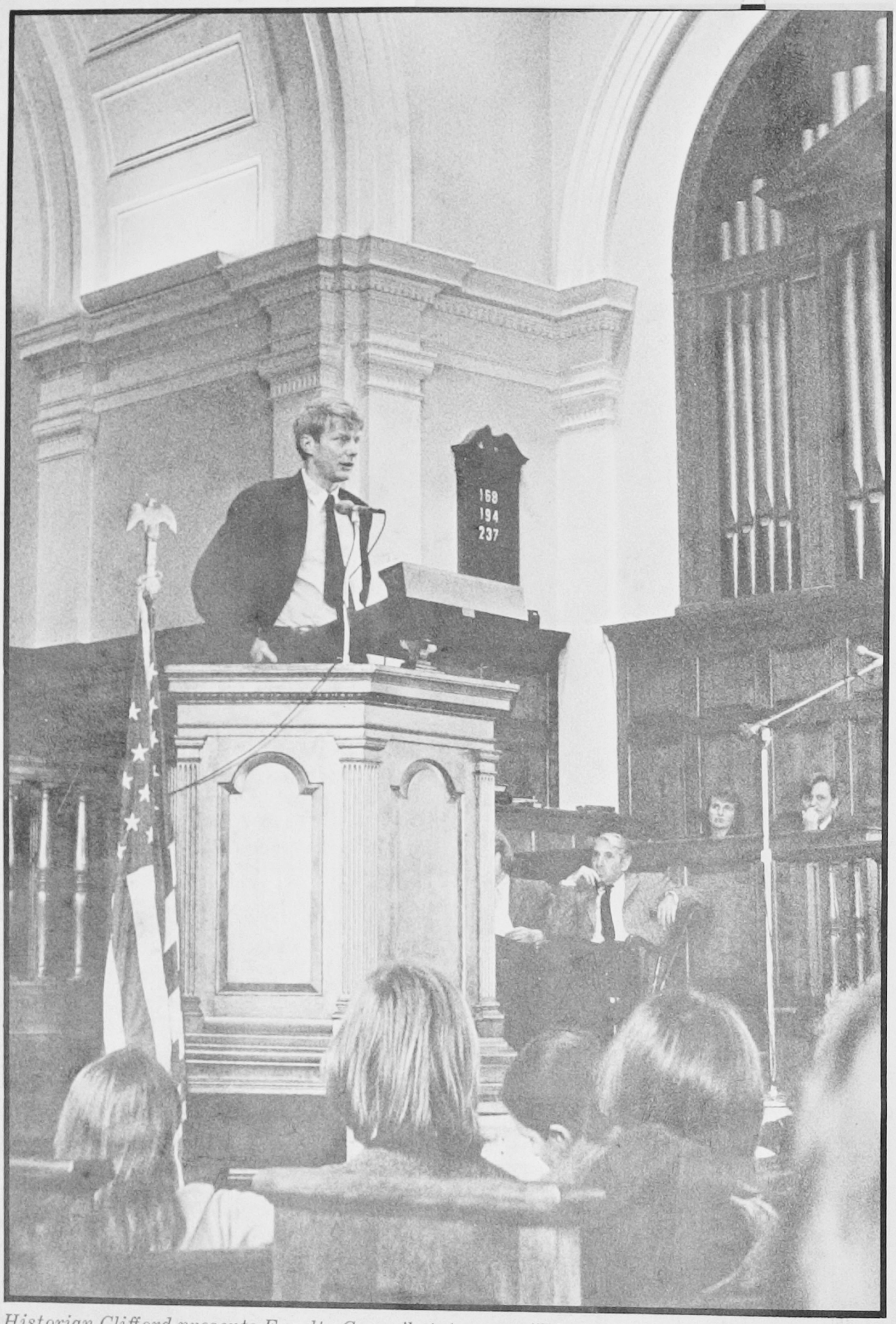

Historian Clifford presents Faculty Council statement: "We are not primarily a political . . . (but) an academic institution: teaching and learning is what we are good at . . . and to behave . . . as a political institution . . . is to render us ineffective."